DOCUMENT RESUME

ED 269 550 AA 001 151

Resources in Education (RIE). Volume 21, Number 10.

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 86

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 269 565 CE 043 788

Cosmetology--Science. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 72p.; For other guides in this series, see CE 043 782-792.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Competency Based Education; Coordination; *Cosmetology; *Course Content; *Fused Curriculum; Learning Activities; Program Content; Relevance (Education); Science Curriculum; *Science Education; Secondary Education; Secondary School Science; Statewide Planning; *Vocational Education
IDENTIFIERS- *North Carolina

This guide is intended to assist vocational educators teaching a course in cosmetology to relate the skills addressed in science courses to a particular vocational education course. The guide consists of a curriculum alignment chart that cross-references vocational performance indicators to science skills/competencies. The science competency indicators presented for each vocational education performance indicator are broken down according to science course and grade level. Selected teacher helps in the form of suggested references are included for most of the performance indicators listed in the curriculum alignment chart, and student behavior checklists are included for some of the performance indicators. (MN)

DOCUMENT RESUME

ED 269 578 CE 044 364

Holloway, Jerry; Moke, Paul
Post Secondary Correctional Education: An Evaluation of Parolee Performance.
PUB DATE- 14 May 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; *College Graduates; *Correctional Education; Correctional Rehabilitation; *Criminals; Dropouts; *Employment Patterns; Higher Education; High School Graduates; *Outcomes of Education; Program Effectiveness; *Recidivism; Young Adults
IDENTIFIERS- Lebanon Correctional Institution OH

Wilmington College (Ohio) conducted a study to determine if receiving college training during incarceration enhances offenders' post-release behavior. Three hundred residents of Lebanon Correctional Institution in Ohio, a medium-security prison for adults under 30, were studied. Of the group, 95 received associates degrees while in prison. These persons were compared with two groups: 116 offenders at Lebanon who received high school degrees, and 106 who were high school dropouts. The hypothesis of the study, that those offenders who earned associate degrees would be more successful in their reintegration than their non-degreed counterparts, was measured by means of records at the Ohio Adult Parole Authority. "Successful reintegration" was defined as not returning to prison during the first year on parole. Additional indicators of success included remaining arrest-free for this period and being employed on a full-time basis during the first year of release. The study found that by the end of the first year on parole, more than two-thirds of the college graduates were employed, compared to approximately 60 percent of the high school graduates and 40 percent of the high school dropouts. Thus, the employment data suggest that a linear relationship exists between the level of education an inmate acquires while in prison and the likelihood of obtaining and retaining employment on parole. This linear relationship is echoed on the arrest and recidivism (return to prison either because of conviction or parole violation) variables reported. Although the groups were small, the study showed that college education during incarceration contributes to inmates' post-release success. (KC)

DOCUMENT RESUME

ED 269 592 CE 044 384

Glaser, Lewrene K.

Provisions of the Food Security Act of 1985. Agricultural Information Bulletin Number 498.

Economic Research Service (DOA), Washington, D.C.
PUB DATE- Apr 86
NOTE- 121p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agribusiness; *Agricultural Production; Agriculture; Farm Management; Land Use; Loan Repayment
IDENTIFIERS- *Food Security Act 1985; Food Stamp Program

This report summarizes the 18 titles of the Food Security Act of 1985 and compares it with previous legislation where applicable. It describes the act's provisions for dairy; wool and mohair; wheat; feed grains; cotton; rice; peanuts; soybeans; sugar; other general commodity provisions; trade; conservation; credit; agricultural research, extension, and teaching; food stamp and related programs; marketing; and related and miscellaneous matters. Title XVIII pertains to the general effective date. Appendixes include a chart of commodity program levels, crop years 1982-86; synposes of major agricultural legislation, 1933-86; a glossary of agricultural policy terms; selected references; and a summary of the Food Security Improvement Act of 1986. (YLB)

DOCUMENT RESUME

ED 269 606 CE 044 410

Ogle, Patrick
EMS Student Handbook.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 21p.; For related documents, see CE 044 408-409.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas at Austin, Austin, TX 78713-7218 (Stock Number PS 219 S).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accidents; *Allied Health Occupations Education; *Emergency Medical Technicians; *Emergency Squad Personnel; Evaluation Criteria; *First Aid; *Medical Services; Postsecondary Education; Reading Skills; *Rescue; Secondary Education; Student Certification; Student Evaluation; Study Skills; Test Wiseness

This student guide is one of a series of self-contained materials for students enrolled in an emergency medical services (EMS) training program. Discussed in the individual sections of the guide are the following topics: the purpose and history of EMS professionals; EMS training, certification and examinations (national and state certification and exams and general exam information); learning skills (effective listening and note taking, techniques for reading a textbook more effectively, and test taking); and national and Texas organizations for emergency medical technicians. Sample multiple-choice exam questions are appended to the guide. (MN)

DOCUMENT RESUME

ED 269 620 CE 044 433

Martin, Julia H.; Tolson, Donna J.
Changing Job Skills in Virginia. The Employer's View.
Virginia Occupational Information Coordinating Committee, Richmond.; Virginia Univ., Charlottesville. Tayloe Murphy Inst.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.; Virginia State Governor's Office, Richmond.
PUB DATE- 85
NOTE- 165p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Career Education; *Change; Computer Science; Educational Needs; Employer Attitudes; *Futures (of Society); *Job Development; *Job Skills; *Occupational Information; School Business Relationship; State Surveys
IDENTIFIERS- *Virginia

This report organizes findings of an exploration of changing job skills in Virginia which combined the points of view of various analysts with information provided by employers. Part One contains some background material: a brief history of occupations in Virginia, a description of recent trends, an explanation of the mechanisms that bring about occupational change, and summary of how the study was carried out. Part Two groups related occupations into 10 clusters, each including an introduction, a description of what the literature and interviews said about each occupation, and a general conclusion about the occupational group. Part Three summarizes what employers said about trends and changing job skills in the workplace. Six interrelated trends are identified: required skills are becoming more technical, computers are an important tool, occupations are becoming more specialized, teamwork is becoming more important, employers are becoming more client- and customer-oriented, and the pace of change is rapid. Part Four summarizes what employers said about their successes and failures in communicating training needs to educators and their suggestions for improving communication. Part Five summarizes the study and gives recommendations for enhancing training for changing job skills and employer-educator communications in Virginia. (YLB)

DOCUMENT RESUME

ED 269 634 CE 044 482

Johnson, Mary Jo; Nelson, Alice

Serving Adolescents in the Care of Child Welfare Agencies through the Employment and Job Training Partnership Systems. A Manual for Child Welfare and Employment and Training Professionals.

Judge Baker Guidance Center, Boston, Mass.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Sep 85

NOTE- 160p.; Document is printed on colored paper. Portions of appended material contains small print.

GRANT- 90-CY-0377

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adolescents; *Child Welfare; *Cooperative Planning; Counseling Objectives; *Counseling Techniques; Counselor Role; Demonstration Programs; Educational Cooperation; Educational Legislation; Educational Opportunities; *Employment Counselors; Employment Opportunities; *Employment Services; Federal Legislation; Financial Support; High Risk Students; Information Networks; *Job Training; Linking Agents; Statewide Planning; Youth Programs

IDENTIFIERS- Connecticut; Job Opportunities for Youth Project; *Job Training Partnership Act 1982; Massachusetts

This manual is intended to assist child welfare and training professionals in working collaboratively to make employment and training opportunities available for adolescents served by the child welfare system. Discussed first are the child welfare system, the Job Training Partnership Act (JTPA), and the need for collaboration among professionals involved in each of them. The next section consists of seven chapters of strategies for collaboration and methods for providing access to employment and training for high-risk youth (recruitment techniques, funding sources, eligibility of child welfare youth under JTPA, and recommendations for statewide implementation). Section 3 contains 3 chapters on the background, programs, and youth profiles of the Job Opportunities for Youth (JOY) Project. (The JOY Project was a model demonstration program linking private industry councils, employment programs, child welfare agencies, and youth service providers in target sites in Connecticut and Massachusetts for the purpose of helping older adolescents prepare for independent living.) Appendixes to this manual contain 23 exhibits, including the results of an emergency shelter employment survey, lists of New England JTPA administrators and service delivery areas, project eligibility policies, program orientation packets and correspondence, a questionnaire covering the needs of youth, materials describing the policies and activities of the Montachusett Area Community Improvement Team Program, and information on the Targeted Jobs Tax Credit. Provided also is an addendum to the JOY project manual detailing the continuing work in each of three Massachusetts project sites and offering further recommendations for those considering replication. (MN)

DOCUMENT RESUME

ED 269 649 CG 018 959

Anderson, Wayne; Heppner, P. Paul
Research Training for Counselors: Philosophy and Techniques.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Counselor Attitudes; Counselors; *Counselor Training; *Graduate Study; Higher Education; Psychology; Research Skills; *Research Utilization

For many practitioners, reading about or doing research is not seen as a viable means by which to learn about human behavior. In reaction to the non-utility view of research, a number of writers have questioned the validity of the scientist-practitioner model, or reinterpreted the model, or asked psychologists to reconsider the philosophy of science. Another alternative is for educators to examine and evaluate their training goals. Students may not be adopting research in their behavior repertoire and may not be acquiring a philosophical perspective on the value of research. There are several methods for training doctoral students in counseling psychology in the use of research findings. Research training could be improved by: (1) teaching applications; (2) teaching how to retrieve research findings; (3) improving comprehension of research; (4) encouraging regular reading of research; (5) emphasizing preparation for doctoral comprehensive examinations; (6) developing research practica; and (7) developing research teams. Research and the scientific approach can be useful to a broad range of professionals within counseling psychology. If research is perceived as irrelevant, this may reflect on the quality of the research or on ineffective training. Educators must examine the effectiveness of the research training they receive and incorporate into their professional behavior, and be willing to restructure training programs to help students base their practice in and on research. A four-page list of references concludes the document. (NRB)

DOCUMENT RESUME

ED 269 663 CG 019 048

Ageton, Suzanne S.
A Research Report for Adults Who Work with Teenagers. Facts about Sexual Assault.
Behavioral Research Inst., Boulder, CO.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.
REPORT NO.- DHHS-ADM-85-1398
PUB DATE- 85
NOTE- 22p.; For a related document, see CG 019 049.
GRANT- NIMH-MH-31751
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Behavior Problems; *Counseling; *Delinquency; *High Risk Persons; Individual Power; Interpersonal Communication; Interpersonal Relationship; *Prevention; Sex Differences; *Sexual Abuse
IDENTIFIERS- Date Rape

This report on sexual assault was written for adults who work with adolescents. It contains data on teenage sexual assault from the National Youth Survey (NYS), a survey of a nationally representative sample of approximately 1,700 youths who were between 11 and 17 years old at the time of the project's initial interview and who were interviewed annually for 5 years (1976-1980). The data in this report came from the final 3 years of the NYS when detailed information about sexual assaults was obtained from all the self-identified victims and offenders. The research project is briefly described, the study results are presented, and implications of the findings for counseling adolescents about the risk and effects of sexual assault are discussed. The frequency of sexual assault among teenagers and the proportion of teenagers affected are presented, and the typical adolescent assault is described. A section on the aftermath of a sexual assault considers reporting the assault to the police, personal relationships, and personal behavior and reactions. A section on the risk of sexual assault includes a comparison of victims and nonvictims and concludes that the risk is greater for teenagers who engage in delinquent activities with their friends, although teenagers who engage in delinquent activities are not the only victims of sexual assault. The final section, "Reducing the Risk of Sexual Assault among Teenagers," outlines four steps to avoid sexual assault and summarizes advice to teenagers. (NB)

DOCUMENT RESUME

ED 269 677 CG 019 062

Ramey, Madelaine
Follow-Up Evaluation of a Re-Entry Program for Suspended or Expelled Students.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). For 1983-84 evaluation, see ED 255 550.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Expulsion; *Program Evaluation; *Recidivism; *Reentry Students; Secondary Education; Secondary School Students; Student Adjustment; *Suspension
IDENTIFIERS- Seattle Public Schools WA

The original evaluation of Seattle Public Schools' 1983-84 Re-entry Program for suspended or expelled students was limited to student behavioral improvement observed during the course of the program. In an attempt to examine the program's long-term effects a follow-up evaluation was conducted which compared program participants and non-participants in three areas: (1) recividism rate after return to the regular school program; (2) academic progress; and (3) the return rate to the regular school program. Subjects were students in grades 7 through 12 who had been suspended or expelled (499 participated in the re-entry program and 518 did not). The results of the evaluation revealed that 77.2% of re-entry program participants returned to the regular program as opposed to 53.5% of non-participants. This difference in rate of return was statistically significant. The results also showed that re-entry program students made significantly greater academic progress after return to the regular program than did non-participants. The recividism rate for program participants (31.7%) who, after returning to school first semester 1984-85, were suspended, expelled, or dropped for nonattendance during that semester was not significantly different from that for non-participants (26.7%). These findings suggest that the re-entry program had a positive, long-term effect, but that effect was limited to students who overcame the difficulties associated with return to the regular school environment. (NB)

DOCUMENT RESUME

ED 269 691 CG 019 077

1986 Federal Income Tax Guide for Older Americans. Information for Filing 1985 Returns. Prepared by the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (December, 1985). Revised Edition.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub. No. 99-530
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Economic Status; *Income; *Older Adults; *Reference Materials; Taxes
IDENTIFIERS- Congress 99th; *Income Taxes

This document contains the Congressional 1986 Federal Income Tax Guide for Older Americans designed to help older Americans with moderate incomes file their 1985 federal income tax returns. It emphasizes issues which affect senior citizens directly and discusses each section of the tax forms. Information is provided on Internal Revenue Service publications and prerecorded telephone messages which give more detailed information on the subjects discussed. Eight sections are included: (1) who must file; (2) filing deadline; (3) which form to use; (4) assistance in preparing forms; (5) Social Security and Railroad taxability; (6) tax form preparation; (7) preparing for next year; and (8) gift and estate taxes. (NB)

DOCUMENT RESUME

ED 269 705 CG 019 092

Retsinas, Joan
Nursing Home Nomads: A Study of Transfers.
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related document, see CG 019 091. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Institutionalized Persons; Motivation; *Nursing Homes; *Older Adults; *Quality of Life; *Relocation; *Transfer Policy

Researchers have divided nursing home residents into long-stayers and short-stayers. While long-stayers rarely return home, they do not necessarily stay long in one institution. Instead, they may transfer from nursing home to nursing home. Although many studies have examined the impact of relocation on nursing home residents, few studies have analyzed reasons for this nomadism. A study of one nursing home was conducted to analyze reasons for nursing home transfers and to distinguish three types of transfers: (1) voluntary transfers where the resident hopes to improve his quality of life; (2) involuntary transfers where the nursing home seeks to transfer a specific resident; and (3) systemic involuntary transfers due to the nature of the hospital-nursing home discharge nexus. Social work case histories of 419 residents discharged between 1978 and 1984 from one proprietary Rhode Island nursing home were reviewed to discern the prevalence of inter-nursing home transfers and motivations. Of 98 residents who transferred, 54 did so because they expected to improve their quality of life by transferring. Twenty-five transferred because the nursing home did not want the resident. Many of these residents were considered combative, physically abusive to staff and other residents, or severely disoriented. Sixteen residents transferred because they forfeited their places when they were hospitalized. Data were missing on three transfers. A three-page list of references concludes the document. (NB)

DOCUMENT RESUME

ED 269 719 CS 008 389

Kim, Byong Won, Ed.

Literacy and Languages. The Second Yearbook of Literacy and Languages in Asia, International Reading Association Special Interest Group. Selection of Speeches and Papers From the International Conference on Literacy and Languages (1st, Seoul, South Korea, August 12-14, 1985).

Hanyang Univ., Seoul (South Korea).; Literacy and Languages in Asia.

PUB DATE- 85

NOTE- 152p.; For the first LLA yearbook, see ED 261 338.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Bilingualism; Cognitive Processes; *Cross Cultural Studies; Foreign Countries; Inservice Teacher Education; International Relations; *Language Acquisition; *Learning Disabilities; *Literacy; Native Language Instruction; *Reading Comprehension; Reading Research; Reading Writing Relationship; Semiotics; Teaching Methods

IDENTIFIERS- Asia

Cosponsored by Hanyang University as a demonstration of its founding philosophy, "love in deed and truth," this conference focused on literacy and languages from cross-cultural and instructional perspectives. The papers selected for this yearbook and their authors are as follows: (1) "Designing Tasks for Slow Learners in L2" (R.B. Somerville-Ryan); (2) "How Children Cope with the Sentential Mode of Representation in Writing" (Yuji Moro); (3) "Cross-Cultural Comparisons of the Cognitive Processes Used by United States, European, and Asian Students in Constructing Text: Focus on Asia" (Eunice Schmidt and Randall Schmidt); (4) "The Relationships among Alternative Measures of Reading Comprehension in Learning Disabled Students" (Lynn Z. Lang); (5) "Ten Years of Reading Research: Applications for the Classroom Teacher" (Stinson E. Worley and Bruce W. Mossman); (6) "Influencing Change in Language Teaching Strategies through Inservice Education" (Claudia Sullivan); (7) "Role of L1 Literacy in L2 Reading Comprehension" (Safiah Osman); (8) "The Korean Bilingualism in China and U.S.S.R." (Youngsoon Park); and (9) "English as an International Language: Implications and Issues" (Uhn-kyung Choi). (Included are the Bylaws of Literacy and Languages in Asia as well as addresses by Lyun Joon Kim of Hanyang University and Sung-Ok Cho of Unesco.) (HOD)

DOCUMENT RESUME

ED 269 733 CS 008 428

Witte, Pauline
Using Gloss to Help Fifth and Sixth Graders Comprehend Social Studies Text: An Informal Study of a Learning Aid. Working Paper No. 295.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 75p.; A report from the Project on Studies in Language: Reading and Communication. Parts of appendix are illegible.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; *Content Area Reading; Grade 5; Grade 6; Intermediate Grades; *Learning Strategies; *Reading Comprehension; Reading Instruction; Social Studies; *Study Skills
IDENTIFIERS- *Glossing

A two-part study examined the effectiveness of glossing (writing comments or questions in text to improve comprehension) when students use it in social studies texts in combination with discussions and other activities. Students were divided into two groups, one of which learned glossing while the other engaged in assigned workbook activities. Results indicate that specifications for glossing can be developed and can be helpful if someone such as a reading specialist assists the teacher in applying them to content area materials. Glossing seems to be particularly helpful to teachers who want to be closely involved with guiding and directing student learning. Results also indicate that students need to be trained in the use of gloss techniques in order to ensure their successful application. However, while gloss seems to help students with the short-term retention of important ideas, it does not seem to aid their learning of more global concepts. (LLZ)

DOCUMENT RESUME

ED 269 747 CS 008 449

Topp, Bruce W.; And Others
Schema Instantiation and the Acquisition and Reconstruction of New Knowledge from Text.
PUB DATE- Apr 86
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Inferences; *Learning Processes; *Learning Theories; *Reader Text Relationship; *Reading Processes; *Reading Research; Recall (Psychology); *Schemata (Cognition)

A study tested the hypothesis that readers continually evaluate the informational content of text in terms of its relevance to processing goals and congruence with existing knowledge, and that they prioritize this information in terms of its strategic importance to the task at hand, integrating it with existing schemata when it is compatible. Subjects, 180 college students placed in one of three conditions, read versions of a story with differing cues, information types, and themes. After reading, the subjects completed a free recall measure and a 60-item recognition test. Results indicated that when the text contained two distinct and contrasting types of information, the context established at the time of encoding affected what statements the subjects judged to be true. Their inferences appeared to be similarly affected. Manipulation of the retrieval context had little or no effect on subjects' recognition of these statements. In addition, recall of one type of information was maximized when schemata established at encoding and retrieval were consistent, while incongruent contexts served only to muddle the process of reconstruction. (Graphs illustrating the results are included.) (FL)

DOCUMENT RESUME

ED 269 762 CS 209 675

Sommers, Elizabeth

The Effects of Word Processing and Writing Instruction on the Writing Processes and Products of College Writers.

PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Higher Education; *Revision (Written Composition); Student Attitudes; *Student Reaction; Teaching Methods; *Word Processing; *Writing Improvement; Writing Instruction; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Writing Style

A study examined what happens to student writing processes when word processing is combined with process-oriented composition instruction, and what effect this combination has on writing quality. The quantity of drafting and the amount of time spent on revisions were logged for 13 college students. In addition, a questionnaire was sent to 31 students to elicit their responses to word processing as a writing tool, to discern whether students perceived their composing processes to be changing as a result of using word processing, and to discover how they felt individual conferences affected their writing. Finally, a control group of 44 college students receiving process-oriented instruction but not using word processing was compared to an experimental group of 35 students receiving similar instruction while using word processing. The results showed that the 13 writers composed a mean of 5.51 drafts in a mean time of 9.84 hours. Revision analysis indicated the writers fluctuated widely in their computer composing styles, revision choices, and emphases. The questionnaire responses tended to be positive regarding word processing, particularly as an editing and revising tool, though technical problems were noted. Lastly, the comparative analysis showed that control group writers improved .46 points on a 12-point holistic scale, while experimental group writers improved 1.26 points. Overall, the results suggest that word processing in process-oriented writing classrooms often positively influences student writing. (HOD)

DOCUMENT RESUME

ED 269 776 CS 209 730

Heuterman, Thomas H.; Rennen, Toon
Culture vs. Technology: Mass Media Policy of the Netherlands Attempts a Balance.
PUB DATE- 6 Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Broadcast Industry; *Culture; *Films; Foreign Countries; *Mass Media; News Media; Nonprint Media; Programing (Broadcast); Radio; *Technology; *Television
IDENTIFIERS- Cultural Maintenance; *National Policy; *Netherlands

Telecommunications policy makers in Western Europe face the dilema of satisfying public demand for a wider range of television viewing alternatives without sacrificing national cultural integrity. The Dutch Parliament addressed this problem in 1984, 1985, and 1986 as it approved steps to implement the "Medianota," the comprehensive policy document on the media, and took subsequent steps to enforce it. The document provides protection for Dutch culture, the Dutch press, and the Dutch broadcasting industry. Among the goals accomplished by the Dutch policy are (1) avoiding cultural fragmentation by restricting non-Dutch advertising, non-Dutch satellite programming, and protection of television and film production; (2) meeting the needs of political minorities without alienating the majority of the country's population; seeking popular programming by advocating a third channel and expanding hours of the two existing channels; and requiring public affairs programming of the broadcast organizations to which the Dutch government allocates air time. While the media bill may not be considered model legislation by other countries because of the unique structure of Dutch broadcasting, it does contain the necessary policy elements for successful balance among vested interests, national cultural, and new technology. Notes, and a five-page list of references concludes the report. (DF)

DOCUMENT RESUME

ED 269 791 CS 209 764

Rystrom, Kenneth
The Effect of Ownership on Newspaper Endorsements.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservatism; Content Analysis; *Editorials; Influences; Journalism; Liberalism; *Mass Media Effects; *Media Research; *Newspapers; *Ownership; *Political Attitudes; Politics; Voting
IDENTIFIERS- California; Journalism Research; *Political Endorsements; Readership Analysis

A study examined whether type of ownership affected editorial endorsement patterns and the impact of endorsements on voters. The endorsements of 51 California daily newspapers were tabulated for 25 statewide candidate races and 158 ballot propositions during elections of 1970, 1972, 1974, 1976, 1978, and 1980. Each endorsement was judged to represent either a liberal or a conservative stand on the candidate or issue at stake. To determine the impact of endorsement editorials, the election results in the circulation areas of newspapers and in the areas of group-owned and independently owned papers were compared with statewide averages for various propositions and candidate races. Results indicated that (1) endorsements by independently owned papers had more apparent impact than those of group-owned papers, (2) group-owned papers tended to take more liberal stands than independent papers, and (3) papers sold during the period under study tended to take more liberal stands after they changed hands. (HOD)

DOCUMENT RESUME

ED 269 806 CS 209 799

Tolliver, Johnny E.
Disciplined Pedagogy: Efficacy of West Point's Writing Program.
PUB DATE- 14 Mar 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Quality; Higher Education; *Inservice Teacher Education; *Participative Decision Making; Program Descriptions; *Teacher Improvement; *Teacher Participation; Teaching Methods; *Writing Instruction
IDENTIFIERS- Military Academy (West Point) NY

Poor writing among students is not necessarily a function of poor learning, but rather may be a function of poor teaching, and poor writing instruction will continue as long as English remains an undisciplined profession. Examples of the profession's lack of discipline include curricula devised by individual teachers, part-time teachers unqualified to teach writing, and discrepancies in writing techniques from one teacher to another. The preparation for English teachers at the United States Military Academy at West Point, New York, presents one way to achieve the needed discipline within the faculty. This method consists of three phases: course design and planning, teacher preparation, and teacher sustainment. At the end of each academic year, faculty members list by preference their three choices for summer assignments, among which are course planning committees. They then work with the directors of the two cadet writing courses to assess, design, and plan the course for the upcoming academic year. One week prior to the start of fall classes, the instructors meet to "calibrate" criteria for evaluating and grading papers and methods for conducting classes. For teacher sustainment, the course director meets in conference with the instructors during each semester to discuss problems and their solutions, recalibrate, and reaffirmm the integrity of the course. Tenured faculty members also visit classes, especially those of new instructors, and discuss what they may do to improve their teaching, or reaffirm the more effective techniques observed. This faculty participation in assessment, designing, and planning of the writing program is the first step toward discipline in the profession. The second step is acquiring an attitude and code of conduct: faculty must be committed and loyal to the approved program and to teaching within its guidelines. (HTH)

DOCUMENT RESUME

ED 269 821 CS 505 278

Ruggiero, Vincent Ryan
Teaching Thinking Skills and Ethics in Business Communication.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Communication; *Cognitive Processes; Content Analysis; *Critical Thinking; *Educational Objectives; *Ethical Instruction; Ethics; *Evaluative Thinking; Higher Education; Instructional Materials; Problem Solving; Teacher Developed Materials; Textbook Content
IDENTIFIERS- *Thinking Skills

Thinking skills and ethical judgment are needed in all areas of business, and instruction in these areas should be included in business communication courses. Authorities on the teaching of thinking generally agree that instructional objectives should cover creative and critical thinking skills, as well as the dispositions that enhance the use of those skills to solve problems and analyze issues. Ideally, business communication textbooks would provide the explanatory and exercise materials required to teach thinking skills and ethical judgment, but seldom do. This means that instructors who wish to include such instruction will have to develop their own supplemental materials. One approach instructors can follow is to (1) read one or more textbooks on thinking to become better acquainted with the relevant principles and approaches; (2) provide students with explanations of important principles and approaches in creative thinking, critical thinking, and ethical judgment; and (3) revise assignments, directions, and the class discussion format to emphasize thinking skills after consulting a list of thinking skills objectives. (Included is a list of thinking skills and ethics objectives adapted for business communication.) (HOD)

DOCUMENT RESUME

ED 269 836 EA 018 317

Brooks, Bart H.
Utilizing PL 94-142 Staff in the General School Setting.
PUB DATE- 15 Feb 86
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (70th, Orlando, Fl February 14-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Disabilities; Elementary School Students; Elementary Secondary Education; *Mainstreaming; Mental Retardation; Nontraditional Education; Secondary School Students; *Special Education; *Special Programs; Student Adjustment; Student School Relationship
IDENTIFIERS- Brick Township Public Schools NJ; *Education for All Handicapped Children Act

Brick Township (New Jersey) High School hosts special education programs for both high-school-aged and 4-year-old students. Two classes are offered for the trainable mentally retarded, one for the educable mentally retarded, two for the neurologically impaired, and two for the emotionally disturbed and socially maladjusted. A departmentalized, subject-oriented resource room program is provided for English, history, mathematics, and science. For the 4-year-olds, the school provides five sections for handicapped children and one for autistic children. The school also makes use of a neighboring vocational center for its special needs students in a former elementary school building. This report briefly describes each of these program elements, covering the character of the students enrolled, the utilization of certified and paraprofessional personnel, the coordination of each program element with the general comprehensive school program, the extent to which students are mainstreamed, the structure and organization of each program element, and the program success. Special problems associated with providing these programs are noted, but greater emphasis is placed on the special rewards to be obtained by offering them. (PGD)

DOCUMENT RESUME

ED 269 851 EA 018 387

Pollard, John E.
Religion, Politics and Catholic Schools.
PUB DATE- 31 Mar 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (Anaheim, CA, March 31-April 3, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; *Church Role; Civil Liberties; Court Litigation; Moral Issues; *Politics; *Public Policy; Religion; Social Action; Social Problems; *State Church Separation

Political and social issues have moral dimensions that make them proper subjects for consideration from a religious perspective. The separation of church and state is not intended to prevent religions, religious leaders, or religious beliefs from playing a role in the development of public policy, but instead to prevent favoritism or discrimination among religions on the part of the state. Relating religion and politics productively depends on several factors: religious institutions must recognize their unique missions as moral authorities; governments must accept the democratic and pluralistic basis of their authority, including the religious element; and society in general must understand that public policy does involve moral issues that must be addressed. Considering their privileged tax status, churches must be prudent in their political involvement, focusing on issues and transcendent values rather than on the merits of specific parties, candidates, or measures. Court decisions interpreting the separation of church and state in cases involving parochial schools or religious education have sometimes recognized that public support for private education can enhance the public's free exercise of religion, but other recent decisions have effectively impaired religious freedom in an overemphasized effort to avoid possible government entanglement in religion. (PGD)

DOCUMENT RESUME

ED 269 865 EA 018 405

Yeager, Robert J., Comp.
Resources for Development.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 52p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($8.95 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Catholic Schools; Elementary Secondary Education; *Information Sources; *Institutional Advancement; Private Schools; Resource Materials; *Resources
IDENTIFIERS- Foundation Center; National Catholic Educational Association

This booklet provides an initial list of resources that development personnel in Catholic schools may explore as they build their plans and programs. Seven types of resources are identified. The first type includes books and periodicals on public relations, fund raising, foundations, estate planning, long range planning, studnt recruitment and selection, and the community power structure. The second type are organizations offering services related to alumni programs, communication, printing, data processing, direct mailing, fund raising, and program counseling. The third type consists of primary sources of public financial information about prospective donors. Locations of Securities and Exchange Commission offices are listed. Books recommended for purchase by development offices comprise the fourth type of resource; they include materials discussing biographies, financial information, corporations, foundations, government, tax data, publicity, directories, and periodicals. Services offered by the development office of the National Catholic Educational Association form the fifth resource group. The sixth type of resource provides information about private foundations; the booklet describes procedures to use in obtaining such information, including materials from the Foundation Center. The seventh resource describes the benefits and services offered to members of several national and local organizations with interest in development. (PGD)

DOCUMENT RESUME

ED 269 880 EA 018 483

Eberts, Randall W.; Stone, Joe A.

The Effects of Teachers Unions on American Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Characteristics; *Collective Bargaining; Educational Environment; Educational Policy; Elementary Secondary Education; Labor Relations; Negotiation Agreements; Productivity; State Legislation; Student Characteristics; Student School Relationship; *Teacher Associations; Teacher Attitudes; Teacher Characteristics; Teacher Strikes; *Unions
IDENTIFIERS- American Federation of Teachers; National Education Association

The ways collective bargaining affects the operation of public schools are identified. Teachers covered by bargaining agreements, compared with teachers not covered, receive higher salaries and teach smaller classes. They also spend slightly less time instructing students but more time preparing for classes. The major difference detected in the study is that educational cost per pupil is 15 percent higher for union than for nonunion districts, while the average student in union districts scores 5 percent higher than students in nonunion districts. Union and nonunion districts also differ significantly in the way students are taught. Union districts make greater use of traditional classroom instruction and less use of specialists, aides, tutors, and independent programmed study. These differences may account for the fact that union districts appear to work best for average students but less well for students well above and well below average. (Author/GJ)

DOCUMENT RESUME

ED 269 894 EA 018 499

Wright, P.; Valbonesi, P.
Minicomputer Based School Information Management Systems (SIMS) in Alberta Junior and Senior High Schools. Final Report.
Alberta Dept. of Education, Edmonton.
SPONS. AGENCY- Edmonton Public Schools, Alberta.
PUB DATE- 30 Jun 85
NOTE- 241p.; For related documents, see EA 018 497-498.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Managed Instruction; *Computer Software; Databases; Data Processing; *Evaluation Criteria; Foreign Countries; Information Needs; Information Processing; Information Retrieval; *Management Information Systems; *Minicomputers; *School Administration; Secondary Education; Word Processing
IDENTIFIERS- Alberta; Digital Equipment Corporation; *Edmonton Public Schools AB; Prompt Automated Scheduling System; School Information Management Systems; Student Administration System; VAX Computers

This report comprises a detailed evaluation of two minicomputer-based school information management systems for use at the senior high school level: (1) Prompt Automated Scheduling System (PASS) by Mid-American Corporation and locally developed software, which runs on an IBM minicomputer, and (2) Student Administration System (SAS) by SIERRA Software Systems, Inc., which runs on the Digital Equipment VAX family of computers. These two systems were evaluated against six major factors, each defined by a detailed and comprehensive set of criteria: product scope and function, ease of use, technical considerations, support and services, product qualifications, and vendor. All key system capabilities were tested as they related to database creation and maintenance, prescheduling, scheduling, transition to operational status (and semester turnover), attendance recording and reporting, progress recording and reporting, report generation, and utility functions. Each product evaluation describes the testing environment and conditions, lists evaluation results and observations, and summarizes the strengths and weaknesses of the system. Evaluation data are then summarized and compared first from the senior and then from the junior high school perspective.

Results indicate that considerable development work is required for both systems to realize complete school information management systems, and that these minicomputer-based systems are not suitable for use by individual schools. Six appendixes are included: the general questionnaire from which the criteria were derived, the interview guide and detailed checklist, the detailed scoring comparison form, Mid-American PASS screen and program functions, IBM 4341 to VAS 11/725 data transfer, and recent system developments. (TE)

DOCUMENT RESUME

ED 269 908 EC 182 392

Leung, Katherine
Facilitating Speech, Language and Auditory Training through Tap Dancing and Creative Movement.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auditory Training; *Communication Disorders; *Dance; Elementary Education; Language Arts; *Movement Education

The paper describes specific techniques developed for utilizing tap dance and creative movement to facilitate speech, language, and auditory training in children with communication disorders. The integration of auditory training with speech and language activities is noted, as is the importance of incorporating movement, sound, rhythm, and emotional expression. Tap dancing and its use in syllable training is illustrated via nursery rhymes and songs. The contributions of creative movement and dance are also considered and basic positions are explained through diagrams. Specific teaching suggestions are noted. (CL)

DOCUMENT RESUME

ED 269 924 EC 182 708

Dennis, S.; Stierhoff, K. A.
Research and Development Project Behavior Management Services Northwest Alberta. Final Report.
Western Industrial Research and Training Centre, Edmonton (Alberta).
PUB DATE- 30 Aug 85
NOTE- 224p.; Funding provided by the Grande Prairie and District Association for the Mentally Retarded. Appendix B not included due to copyright restrictions.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Modification; Community Programs; *Delivery Systems; *Disabilities; Foreign Countries; *Models; Needs Assessment; Outreach Programs; *Program Development; Program Implementation
IDENTIFIERS- Alberta

The study examines the status of behavioral management services for disabled persons in Alberta, Canada, and offers recommendations regarding alternative service delivery models for the Northwest Region of Alberta. Existing systems are addressed in terms of centralized service models, outreach service models, and combined residential and outreach models. Advantages and disadvantages of each type are noted. A literature review on development of a community behavior management service explores methods for assessment, consultation, and program evaluation. Data are then summarized on resources and needs from interviews with residential facilities, vocational rehabilitation centers, and school systems. Recommendations are then offered regarding provincial policy, the philosophical base, and goals and objectives of a comprehensive community behavior services system (CBSS) specific operating guidelines for a CBSS are listed. Appended materials include a bibliography and sample survey forms. (CL)

DOCUMENT RESUME

ED 269 941 EC 182 727

Williams, Michael J.
Business/Industry Internship for School Counselors, Special Educators and Vocational Educators.
PUB DATE- Oct 85
NOTE- 11p.; Paper presented at the International Conference on the Decade of the Disabled: Transition to Work and Life (Las Vegas, NV, October 9-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Counselor Role; *Counselor Training; *Disabilities; *Education Work Relationship; *Internship Programs; *School Business Relationship

The paper describes the business/industry internship for school counselors, special educators, and vocational educators at Central Connecticut State University, New Britain, Connecticut. The purpose of this internship was to provide school counselors with experiences in local businesses and industries that would enable them to update their information about the world of work in order to provide more up-to-date and realistic career counseling and to make contacts for facilitating a student's transition from school to work. Selected counselors interned at sites employing individuals with disabilities. This was done in order to improve their ability to provide vocational counseling, recommend appropriate vocational programming, and increase the job placement and retention rate of individuals with disabilities. The internship, which also included an academic component, classes conducted prior to and during the internship, and an in-school project, has provided interns with information on opportunities available in industry, modifications that have been made for those who are disabled, and job seeking and retention skills which should be emphasized in both counseling and vocational programs. During 1986, the internship will be expanded to include special educators and vocational educators. (Author/CL)

ED 269 551 CE 042 560

Spikes, W. Franklin, III

Utilizing the Concepts of Strategic Planning in an Educational Setting.

PUB DATE- 6 Nov 85
NOTE- 24p.; Paper presented at the Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Educational Planning; Elementary Secondary Education; Guidelines; *Models; Postsecondary Education; *Program Improvement
IDENTIFIERS- *Strategic Planning

Effective strategic planning has clearly become a skill that is essential to the survival of managers in public and private sector agencies alike. While sometimes thought of as being an overly quantitative and excessively time-consuming activity, strategic planning does not need to be characterized in these terms. In its simplest and most straightforward form it can be a highly qualitative, highly participative, and very worthwhile activity. One model of strategic planning involves a four-phase planning framework. Relationships are established between elements of the planning cycle, time frame orientation, and level of organizational and individual accountability. Strategic planning can provide clear qualitative and quantitative data, effective direction, and meaningful measures of progress for educational organizations to use in determining their success and in meeting the challenges of the increasingly competitive environment of the future (Aauthor/KC)

ED 269 566 CE 043 789

Construction--Math. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 47p.; For other guides in this series, see CE 043 781-792. Portions may be marginally legible due to small, light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Building Trades; *Construction (Process); Curriculum Development; *Evaluation Criteria; Housing; Industrial Arts; Integrated Curriculum; *Mathematics Skills; Secondary Education; *Trade and Industrial Education

A curriculum alignment chart is presented that translates mathematics goals/indicators into related vocational skills for the construction course in the secondary vocational education curriculum. The chart contains three columns that correlate (1) vocational education performance indicators, (2) vocational education competency and mathematics skill/concept, and (3) relevant mathematics competency indicators. A page that corresponds to the chart provides suggestions for instructing students in the skills listed on the chart and sample learning activities consisting of a variety of test items. Resource materials for teachers are also cited where appropriate. (YLB)

ED 269 593　　　　　　　　　　　　　　　CE 044 385

Fuller, Theodore E.
The Mid-Atlantic Region in Transition: Employment Trends, 1974-84.

Rural Development Research Report Number 57.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Apr 86
NOTE- 18p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Order No. 001-019-00445-2).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Differences; *Employment Patterns; *Employment Statistics; Manufacturing; *Metropolitan Areas; *Regional Characteristics; Rural Areas; *Unemployment; Urban Areas
IDENTIFIERS- *Nonmetropolitan Areas; *United States (Mid Atlantic States)

A comparison of the Mid-Atlantic region (New York, New Jersey, and Pennsylvania) with the nation from 1974 to 1984 revealed that this region trailed New England and the nation in rate of employment growth between 1974-79 and 1979-84. The region had an above-average share of employment in the national fast-growth sectors (services, finance, insurance, and real estate), and employment growth rates in those sectors were near the national average. The region lost manufacturing employment at about the same rate as the rest of the nation going into the 1975 and 1982 recessions, but failed to match the nation's recoveries. The region's decline in manufacturing employment from 1974-84 occurred in nearly all the major manufacturing industries and in most of the states for each industry. A comparison of metropolitan and non-metropolitan areas within the Mid-Atlantic region from 1974 to 1984 revealed that although non-metropolitan areas led metropolitan areas in employment growth rates between 1974-79, employment declined in non-metropolitan areas from 1979-84 while employment in metropolitan areas continued to grow. Non-metropolitan areas dependent on mining and manufacturing and metropolitan areas in the region's interior fared worse than metropolitan areas in the New York City--Philadelphia corridor oriented toward fast-growth industries. (YLB)

Smith, Armenia
Sex Equity. Keeping the Drive Alive! A Guide to Promoting Sex Equity in Your School District.
Ysleta Independent School District, El Paso, TX.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Choice; Community Relations; Inservice Teacher Education; *Nontraditional Occupations; Parent School Relationship; Program Descriptions; School Business Relationship; Secondary Education; *Sex Fairness; Sex Stereotypes; Staff Development; *Student Recruitment; Vocational Education

This guide describes programs created by the Ysleta, Texas, Independent School District to promote sex equity in its high school programs. The programs described have been successful in leading both boys and girls to choose vocational education programs for jobs nontraditional for their sex. The guide describes the following five types of activities: (1) student activities (field trips to Ysleta Vocational High School to learn about nontraditional jobs, futures week, open houses, and full day visits to businesses in the area); (2) activities for parents (surveys of needs, parent workshops, community outreach, brochures, and letters about student options); (3) community programs (linkage conferences for nontraditional workers and educators); (4) programs for educators (conferences and workshops on topics such as occupational outlooks and career opportunities); and (5) media relations (video or slide presentations, public service announcements, posters, and brochures). Suggested resources and a bibliography are included in the guide. (KC)

ED 269 692 CG 019 078

Hallingby, Leigh

Sexuality and Family Life Education: An Annotated Bibliography of Curricula for Sale.

Sex Information and Education Council of the United States, Inc., New York, N.Y.

PUB DATE- Sep 85
NOTE- 8p.
AVAILABLE FROM- SIECUS, 80 Fifth Avenue, Suite 801, New York, NY 10011 ($1.00/copy; $.75/5-49 copies; $.50/50 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; *Curriculum; *Elementary Secondary Education; *Family Life Education; *Parent Education; Peer Teaching; *Sex Education; Sex Role; *Teaching Guides

This document contains an annotated bibliography of sexuality and family life education curricula which are available for sale. The curricula are listed without evaluation and, because of topic overlap, specific content areas covered in each curriculum are not listed in the annotations. It is noted, however, that topics often covered include sexual anatomy and physiology, reproduction, contraception, abortion, masturbation, homosexuality, sex roles, and sexually transmitted diseases. It is also noted that many of the curricula also include sections on self-esteem, interpersonal relationships, communication, decision making, and values clarification. The 61 curricula are organized under 10 headings: (1) General; (2) K-12; (3) Middle School; (4) High School/Adolescents; (5) Peer (Adolescents); (6) Parents; (7) Professional; (8) Sex Role; (9) Young Men; and (10) Miscellaneous. Sources and prices for the curricula are listed after each entry. (NB)

ED 269 734 CS 008 433

Feeley, Joan T.

Reading Practices in the Schools: Linking Theory with Practice.

PUB DATE- 1 May 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; Classroom Techniques; Education Courses; Graduate Study; *Inservice Teacher Education; *Practicums; *Reading Instruction; *Reading Research; *Reading Teachers; Teacher Improvement; Teaching Methods; *Theory Practice Relationship

To address the issue of implementing research findings in the schools, 26 teachers enrolled in a graduate seminar in teaching reading applied research findings in their classrooms. Their instructor visited their classrooms and used her observations as discussion starters for the seminar, during which they also discussed assigned readings. They then wrote reaction papers, which were intended to sharpen their critiquing abilities and writing skills. Data from these projects, used as the basis of their graduate action-research projects, are largely anecdotal and focus, by category, on the following: (1) schema theory--discussing pictures before reading a story to activate students' schemata (first grade); (2) story grammar--using a story framework to develop a book report format (eighth grade); (3) writing--recording responses to reading in a journal (first and second grades); (4) directed reading activity (DRA)--using DRAs with remedial students when reading their own stories (elementary); and (5) teaching special populations--developing a program for remedial readers, including whole language, silent reading, and journal writing (high school). Participants in the courses indicated very positive responses to the three course components (class sessions, in-school observations, and reaction papers) in an end-of-year survey. Both the changes made by these teachers/students in their classrooms and their positive reactions to the course components indicate that graduate courses for practitioners connecting theory to practice and carrying a field component in which instructors visit their students' classrooms are recommended. References, a course evaluation survey, and a follow-up survey are appended. (LLZ)

ED 269 748 CS 008 451

Foorman, Barbara R., Ed.; Siegel, Alexander W., Ed.
Acquisition of Reading Skills: Cultural Constraints and Cognitive Universals.
REPORT NO.- ISBN-0-89859-624-4
PUB DATE- 86
NOTE- 168p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642 ($22.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; *Cultural Influences; *Decoding (Reading); *Language Universals; Literacy Education; Phoneme Grapheme Correspondence; Primary Education; Reading Instruction; *Reading Processes; Reading Readiness; *Reading Skills; Second Languages
IDENTIFIERS- Japan

Noting that children in literate societies all learn the sound-symbol relationships of their languages but that orthographies, sound-symbol relationships, and societal attitudes toward literacy differ, the essays in this book explore both the universal and the culturally constrained aspects of the process of learning to read. Following an introduction that provides an overview of the book, the essays and their authors are as follows: (1) "Cognitive and Linguistic Components of Reading Ability" (Charles A. Perfetti); (2) "Some Reflections on Verbal Efficiency Theory" (Elizabeth Ghatala); (3) "Phonological Skills and Learning to Read and Write" (Peter Bryant); (4) "Phonological Skills and Learning to Read and Write: Reactions and Implications" (Jerome Rosner); (5) "How Do Japanese Children Learn to Read?: Orthographic and Eco-cultural Variables" (Giyoo Hatano); (6) "Non-Alphabetic Codes in Learning to Read: The Case of the Japanese" (Barbara R. Foorman); (7) "Beginning Reading in Chinese and English" (Shin-ying Lee, James W. Stigler, Harold W. Stevenson); and (8) "The Reading Achievement Game: Cognitive Universals and Cultural Restraints" (Alexander W. Siegel). (HTH)

ED 269 792 CS 209 770

Wesson, David A.

Copyfitting Instructor: A Computer-Assisted Instructional Aid for the Dirtiest Job in Advertising Design and Production Courses.

PUB DATE- Aug 86

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advertising; *Computer Assisted Instruction; *Computer Software; Higher Education; *Layout (Publications); Printing; Teaching Methods

IDENTIFIERS- *Copyfitting

Copyfitting is probably the least exciting portion of any course that deals with design and production of print advertising. Students find the transformation of manuscript copy into set type difficult to visualize. The math, though no more than multiplication and division, seems insurmountable to some--probably because the entities such as points, picas, units, and such are not familiar and what is happening to them not directly obvious. Even professionals forced to grapple with these manipulations find them less appealing than designing with markers and type. "Copyfitting Instructor" is a computer program written to alleviate some of the tedium. Its origins are in a program developed for professionals and designed to take over the calculator work. This instructional package also contains the original "Copyfitting Expert" as one of its modules so it can be retained for use after the instructional portions have fulfilled their function. That is, if a student never figures out how to do the math but succeeds in just learning the concepts, this program, which may be freely copied and retained, will solve whatever future copyfitting situation should arise. The program is written in four modular, self-sufficient packets, compiled from "Basic" with source code included for modification, improvement, or customization. The program has three levels of sophistication, permitting some flexibility in how the program is integrated into the usual drill on copyfitting. (Author/HTH)

ED 269 852 EA 018 390

Gersten, Russell; And Others
The Realities of Instructional Leadership: An Intensive Study of Four Inner City Schools.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; *Consultation Programs; Elementary Education; Faculty Development; *Instructional Improvement; Instructional Leadership; Low Income Groups; Mastery Learning; Minority Group Children; Teacher Attitudes; Teacher Effectiveness; Urban Education
IDENTIFIERS- *Consultant Role

An urban district hired consulting teachers to assist in the implementation of instructional improvement programs in elementary schools with high proportions of low income, minority students. Two distinct academic programs using mastery learning techniques were offered--one fairly structured and the other highly structured. The consultants oversaw student placement, ensured the presence of suitable materials, monitored teacher implementation of the programs, and provided technical assistance. A study analyzing the role of these consultants involved extensive observations of the consultants' day-to-day operations in four large schools, interviews with the 105 teachers and 24 aides served by the consultants, interviews with and observations of the school principals, observations of teachers using the new methods, and observation of staff meetings concerning instructional issues. The study found that the improvement efforts had significantly changed the nature of teaching and the success of students in the schools. The consultants apparently played an important role in these changes, particularly through their visible commitment and their clear presentation of many concepts. Their impact was limited, however, due to official restrictions related to teacher autonomy and due also to insufficient preparation in the concepts of teacher effectiveness. (PGD)

ED 269 881 EA 018 484

Leithwood, Kenneth A.; Stager, Mary

Differences in Problem-Solving Processes Used by Moderately and Highly Effective Principals.

PUB DATE- Apr 86

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). personal values and beliefs, school system context, and attitudes. A three-page list of references concludes the document. (PGD)

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrative Principles; Administrator Attitudes; Administrator Characteristics; Elementary Education; Performance Factors; *Principals; *Problem Solving

IDENTIFIERS- *Administrator Effectiveness

In a study designed to explore principals' problem-solving strategies, 11 highly effective elementary school principals were compared with 11 moderately effective principals from the same three districts. The principals' effectiveness was determined by central office administrators and by application of the "Principal Profile," a measure of principal effectiveness. The first part of the study, reported in this paper, involved giving these principals a problem-sorting task and subsequently interviewing them. There were marked differences between the two groups in how they classified and managed the problems in their schools, in the strategies they used to solve problems, and in their perceptions regarding the influences of various factors on their problem-solving. The factors considered included administrative experience, personal values and beliefs, school system context, and attitudes. A three-page list of references concludes the document. (PGD)

ED 269 909 EC 182 393

Childs, Ronald E.; Shaw, Dale

Increasing Learner Efficiency through the Increased Production of Correct Responses.

PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Group Instruction; *Individual Instruction; Learning Processes; *Mild Mental Retardation; Primary Education; Teaching Methods

Five primary classrooms with educable mentally retarded (EMR) students were observed during four 20 minute periods to determine the number of correct oral responses given by the students during group instruction. The number of correct responses per child per minute was compared to those of five EMR children placed in a one-to-one instructional setting. The data indicated that individual EMR students are capable of emitting approximately 46 correct responses per minute in a one-to-one instructional setting, yet in a group setting, i.e., a special education class, they emit less than one correct oral response per minute. Additional data revealed that increased elicitations of correct responses increased learning efficiency. The need for more group work with all children responding in unison to the teacher's instruction is discussed. (Author/CL)

ED 269 925 EC 182 709

Toole, Amy L.; And Others

Standards for Excellence: Recommendations for Preschool Special Education in New York State.

New York State Consortium, Centereach.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 83
NOTE- 111p.; For related document, see EC 182 710.
GRANT- G00810062; G007900511; G008000200; G008200740; G008301370
AVAILABLE FROM- Regional Program for Preschool Handicapped Children, Putnam/Northern Westchester BOCES, Projects Building, Yorktown Heights, NY 10598 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Coordination; *Disabilities; Eligibility; Family Programs; Handicap Identification; Legal Problems; Preschool Education; Program Administration; Program Evaluation; Services; Staff Role; *State Standards; State Surveys; Student Evaluation; Student Placement; Teacher Qualifications
IDENTIFIERS- New York

The report presents information gathered in a 1982 survey of over 400 public and private agencies serving preschool handicapped children in New York state. The information is organized into 60 recommendations for improving services in six key areas (sample subtopics in parentheses): (1) identification, evaluation, and placement (screening, use of labels, mainstreaming); (2) program operation (educational assessment, individualized education program development, curriculum content, individualization, evaluation of progress); (3) services for families (developing the parent individual education plan, parent role in planning and evaluation, program philosophy); (4) staff (qualifications, staff skills, adult-child ratios, inservice training); (5) interagency cooperation (advisory board, referrals, direction centers); and (6) legal considerations (length of stay, transitions to school, eligibility for services). Sample survey forms and references are appended. (CL)

ED 269 942 EC 182 728

High School/Preschool Partnership Program: Administrative Guide and Curriculum Guide. Field Test Edition.

Pinellas County School Board, Clearwater, Fla.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Nov 85
NOTE- 453p.; Parts of document printed on colored paper.
AVAILABLE FROM- High School/Preschool Partnership Program, Countryside High School, 3000 State Rd. 580, Clearwater, FL 33519.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; *Curriculum Development; *Disabilities; High Schools; Intervention; *Job Skills; Mainstreaming; *Parenting Skills; Preschool Education; Program Administration; Program Development

An administrative and curriculum guide are presented for the High School/Preschool Partnership Program in which high school students gain experience with handicapped preschoolers in a mainstreamed setting. The program is intended to expand services to high schoolers (parenting skills and career skills) as well as preschoolers. The administrative guide provides basic information about the program, component descriptions, program development formats, program benefits, potential implementation problems, program specifications and variations, evaluation data, and cost background. The curriculum guide, designed for teachers, describes the daily operation of the program and provides lessons for the high school students about handicapped preschoolers. Materials include background for teachers on special education and early intervention, schedules for high school and preschool students, lessons and activities to prepare high schoolers to work with handicapped students, evaluation materials for the teacher, and resources. (CL)

ED 269 579 CE 044 36

The Jobs Challenge: Pressures and Possibilities. A Report of the Jobs Panel of the Economic Policy Council of UNA-USA.

United Nations Association of the United States of America, New York, N.Y.

SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.

REPORT NO.- ISBN-0-934654-57-3

PUB DATE- Apr 85

NOTE- 101p.

AVAILABLE FROM- United Nations Association of the United States of America, 300 East 42nd Street, New York, NY 10017 ($8.00; 20% discount on quantity orders).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Comparative Analysis; Dislocated Workers; Economic Development; Economic Factors; *Educational Needs; Educational Opportunities; *Educational Policy; Education Work Relationship; Employer Employee Relationship; Employment Opportunities; Foreign Countries; Futures (of Society); Job Development; *Job Training; *Labor Force Development; *Labor Market; Labor Needs; Needs Assessment; *Policy Formation; Postsecondary Education; Retraining; Transitional Programs; Trend Analysis

IDENTIFIERS- *United States

Technological, demographic, and competitive pressures have transformed the U.S. labor market and must be dealt with on a priority basis. The urgency of the problem can best be addressed by creating a national institution that is independent of government, business, and labor but that draws on all three sectors to develop a broad array of policies to generate greater educational and employment opportunities. Increasing the capacity of the American work force to adjust to the changing demands of the labor market will require a renewed financial and political commitment to education and training. Continuing education, training, and retraining must not be the sole province of the school system, but must become an integral part of business operations. Also imperative are more cooperative labor-management relations, including worker participation programs and cooperative initiatives in conjunction with government programs such as short-term unemployment compensation to facilitate job sharing. Priority must be given to effective management of human capital resources if the United States is to maintain an undiminished stature in global affairs. (Appendixes to this report include descriptions and membership lists of the Economic Policy Council of the United Nations Association of the U.S.A. UNA-USA and annotated listings of UNA-USA Economic Policy Council, policy study, and multilateral project reports, as well as works included in the UNA-USA book series.) (MN)

ED 269 621 CE 044 435

Ryan, Walter A.

New Hampshire's Invisible Colleges. A History of the New Hampshire Technical Institute and the New Hampshire Vocational-Technical Colleges, 1945 to 1977.

New Hampshire State Dept. of Education, Concord.
PUB DATE- Apr 82
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- College Programs; Educational Change; *Educational History; Educational Needs; Educational Opportunities; Enrollment; Outcomes of Education; Program Development; *Statewide Planning; *Technical Education; *Two Year Colleges; *Vocational Education; *Vocational Schools
IDENTIFIERS- *New Hampshire

New Hampshire's system of postsecondary vocational-technical education developed toward the end of World War II when it was realized that many of the military personnel soon to be demobilized would need retraining for civilian life. Two trade schools, one in Portsmouth and the other in Manchester, were established in 1945. Today, that system has grown to seven institutions, the New Hampshire Technical Institute, and six New Hampshire Vocational-Technical Colleges. In 1949 the original two trade schools became known as the New Hampshire Technical Institutes and a great many incremental changes were made, all tending toward more theoretical work and less work in the shop area. To relieve overcrowding in the system, the New Hampshire State Legislature authorized the development of five vocational institutes and one technical institute in 1961. By the end of the sixties these schools were well established, with good placement rates and average starting salaries for graduates. Vocational-technical colleges were established at Berlin, Claremont, Laconia, and Nashua. By 1975, the system had developed into its present form, offering programs to train technicians, tradespersons, businesspersons, and health care specialists. (Appendixes to this report include a statistical overview of New Hampshire's postsecondary system as of 1981 and a list of the system's administrators.) (MN)

ED 269 650 CG 019 035

Cleveland, Jeanette N.; Murphy, Kevin R.

Personal and Situational Characteristics in Age Bias: Signs or Samples?

PUB DATE- Aug 85
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Employer Employee Relationship; Employment Practices; *Individual Characteristics; *Job Performance; *Personnel Evaluation; Stereotypes
IDENTIFIERS- *Age Bias

Managers must evaluate the performance, promotability and potential of workers with very different personal characteristics such as age, sex, or race. The research literature indicates that these personal characteristics affect decisions. Furthermore, these characteristics appear to be more salient and to affect decisions in some situations more than in others. Two possible explanations for this phenomenon closely parallel Wernimont and Campbell's (1968) distinction between signs and samples as indicators of job performance. First, personal characteristics may act as a sign to guide a manager's expectations about a worker's level of performance. On the other hand, person constructs may become salient by being either highly consistent or inconsistent with the sample of person characteristics or situations. The sign approach suggests that researchers should study the supervisor's beliefs about relationships between traits and behaviors, as in Implicit Personality Theory research. The sample approach suggests that the relationship between traits and behaviors is not context-free and the situation and supervisor's perception of the situation should be studied. Both views must be considered in research on the interaction between persons and jobs. Several tables and figures are appended. (Author/ABL)

ED 269 664 CG 019 049

Ageton, Suzanne S.
A Research Report for Teenagers. Facts about Sexual Assault.
Behavioral Research Inst., Boulder, CO.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.
REPORT NO.- DHHS-ADM-85-1397
PUB DATE- 85
NOTE- 20p.; For a related document, see CG 019 048.
GRANT- NIMH-MH-31751
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Behavior Patterns; Delinquency; *High Risk Persons; Individual Power; Interpersonal Communication; Interpersonal Relationship; *Prevention; *Sex Differences; *Sexual Abuse
IDENTIFIERS- Date Rape

This report on sexual assault was written for adolescents. It contains data on teenage sexual assault from the National Youth Survey (NYS), a survey of a nationally representative sample of approximately 1,700 youths who were between 11 and 17 years old at the time of the project's initial interview and who were interviewed annually for 5 years (1976-1980). The data in this report came from the final 3 years of the NYS when detailed information about sexual assaults was obtained from all the self-identified victims and offenders. The research study is briefly described and then findings from the study are used to answer some of the most common questions teenagers ask about sexual assault: (1) what is sexual assault; (2) who is most likely to be sexually assaulted; (3) who is most likely to commit a sexual assault; (4) how often does sexual assault happen; (5) how many teenagers are sexually assaulted; (6) is there a typical sexual assault; (7) what causes a sexual assault; (8) what happens after a sexual assault; (9) what can teenagers do to prevent a sexual assault; and (10) what should you do if you are sexually assaulted. Advice for girls and for boys is given on how to prevent a sexual assault. (NB)

Beck, Terrence D.; Yager, Geoffrey G.
The Empathic vs. the Non-Empathic Counselor: Differences in Evaluations by Observers with Experience as Clients.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Counselor Characteristics; Counselor Client Relationship; *Counselor Evaluation; Counselor Training; *Empathy; Higher Education; *Observation; Perception

Previous studies have demonstrated the inability of naive observers (i.e., those who have no counseling training) to differentiate an empathic counselor from a content-only counselor on a variety of counselor rating scales. The present study extends these earlier studies by attempting to determine whether individuals who had been clients themselves would perceive differences between a videotape of an empathic counselor and one of a non-empathic counselors. College students (N=34) who had recently received at least three sessions of personal counseling served as subjects in the study. Subjects viewed one videotape of an empathic counselor and one of a non-empathic counselor, on a counterbalanced basis, and rated each on the short version of the Counselor Rating Form. The results indicated that former clients perceived content-only counseling as highly effective only when a base of empathic communication had been built. The empathic counselor was rated nearly equivalently whether presented first or second. These results emphasize the importance of supportive empathy and the need to teach counselors the skill of empathy. (References and statistical results are included.) (Author/ABL)

ED 269 706 CG 019 093

Dail, Paula W.
Family Stress among the Unemployed: Strategies for Support.

PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Symposium on Building Family Strengths (2nd, University Park, PA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Age Differences; Family (Sociological Unit); *Family Income; *Family Problems; *Financial Problems; *Stress Variables; *Unemployment

Unemployment and the resulting financial hardships which occur are among the most difficult circumstances imposed upon families. A study was undertaken to identify the sources and degree of stress experienced by families affected by economic displacement through unemployment. A sample of unemployed families (N=146) responded to components of the Family Inventory of Life Events which dealt with the stressors present in their family life during a period of unemployment. Data were analyzed according to level of stress, length of unemployment, educational level of head of household, age of respondent, and family income level. The results indicated that there were widely varying sources of stress among the families, some of which could be directly attributed to the status of unemployment. Family income level and age were significantly correlated to level of stress present. Over one-half of the families reported increased strains to meet costs of food, clothing, and energy and medical/dental expenses. At least 20 percent of respondents reported increased marital conflicts; parent-child conflicts; and increased borrowing, unresolved conflicts, and educational expenses. Less than 10 percent of subjects reported problems of increases in alcohol or drug use, separation or divorce, relocation, legal violations, physical or sexual abuse, runaways, or child problems at school. These findings have implications for persons involved in helping to ameliorate the stressors present for economically displaced families. A two-page list of references and two tables giving the problems most frequently and those not frequently encountered by economically displaced families are appended. (NB)

Ribowsky, Helene
The Effects of a Code Emphasis Approach and a Whole Language Approach upon Emergent Literacy of Kindergarten Children.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Kindergarten; Language Experience Approach; *Phonics; Primary Education; *Reading Instruction; *Reading Readiness; *Reading Research; Teaching Methods; Writing Readiness
IDENTIFIERS- *Emergent Literacy; Print Awareness; *Whole Language Approach

A year-long, quasi-experimental study investigated the comparative effects of a whole language approach and a code emphasis approach upon the emergent literacy of 53 girls in two kindergarten classes in an all girls' parochial school in the Northeast. Subjects in the experimental class received instruction in Holdaway's Shared Book Experience Program, a whole language approach, while subjects in the comparison class received instruction in Lippincott's Beginning to Read, Write, and Listen Program, a code emphasis approach. Emergent literacy--the concepts about reading and writing resulting from a child's first encounters with printed material--was divided into three subsets: linguistic, orthographic, and grapho-phonemic literacy. Posttest results for each of these literacy sets indicated a significant treatment effect favoring the whole language group. The results corroborated Holdaway's research, which indicated a high level of success with the Shared Book Experiences in comparison with a code emphasis approach. The study showed a naturalistic learning model to be structured and viable within a school instructional environment that was informal, relaxed, and supportive. (HTH)

ED 269 763 CS 209 676

Chismar, Constance

Teacher Meaning and Student Learning: The Role of Interaction in Selected College Classrooms.

PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Observation Techniques; Classroom Techniques; *College Students; *Communication Research; Group Dynamics; Higher Education; Interaction; *Interaction Process Analysis; *Learning Processes; Teacher Behavior; *Teacher Student Relationship; Teaching Methods; Writing Instruction

A study investigated how oral discourse affects the communicative process of teaching and learning and how that process influences and is influenced by the goals and expectations of college instructors and college students. Three college classes were observed for one semester. Data were collected in the form of field notes, cassette tapes of classes, interviews with instructors and volunteer students, and a compilation of student and instructor writing, handouts, and sample text assignments. Interviews revealed participants' perceptions of and expectations for the course and the teaching/learning process. Interview data were compared with transcripts and other collected data for consistency between espoused theories and observed behaviors. Analysis of the data revealed that, as in elementary and secondary classrooms, instructor talk usually dominated. Instructors usually originated and controlled the patterns of talk and the meanings exchanged. Two levels of meaning, related to content and process, were communicated directly or indirectly in all three courses. Students had to discover those instructor meanings and commit themselves to performing or producing what was expected in order to succeed in the course. Although some evidence of a constructive model of interaction and learning appeared in the interview and transcript data, all three courses' patterns of interaction and linguistic profiles favored a transmissive model. (Author/DF)

ED 269 777 CS 209 733

Olasky, Marvin N.
Corporate Public Relations and the National Recovery Administration.
PUB DATE- Aug 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Historical Materials (060)
DESCRIPTORS- *Business; *Business Cycles; Competition; Court Litigation; Economic Climate; Federal Legislation; *Government (Administrative Body); Organizational Communication; *Public Relations; Small Businesses; United States History
IDENTIFIERS- *Depression (Economic 1929); *National Recovery Administration

During the spring of 1933, several leading corporate executives, working with those favoring government planning, attempted to use the economic crisis to establish government-mandated prices that would provide leading corporations with competitive advantage, including government-insured profits without the hardships of competition. The result was a government-business partnership bill that became known as the National Industrial Recovery Act. Because it had the assistance of a huge public relations push, the bill almost succeeded. Eventually, owners of small businesses protested, and their objections were publicized by sympathetic journalists and legislators. Finally, the Supreme Court declared the National Recovery Act unconstitutional. Recently, some public relations-minded corporate leaders have been pushing for greater business involvement in politics. Although executives have the right to suggest intensification of strategic public relations, they should also remember that past involvement in politics was not successful for some companies. (DF)

Click, J. William; Kopenhaver, Lillian Lodge
Principals' and Newspaper Advisers' Attitudes toward Freedom of the Student Press in the United States.
PUB DATE- 4 Aug 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; Administrator Role; Censorship; Discipline; *Faculty Advisers; *Freedom of Speech; High Schools; Journalism Education; *Principals; *School Newspapers; Social Problems; *Teacher Attitudes
IDENTIFIERS- *Journalism Research

The opinions of principals and newspaper advisers toward high school student press freedom were surveyed in a random sample of principals and newspaper advisers at 502 high schools in all 50 states. Subjects completed a 39-statement instrument on which they indicated levels of agreement or disagreement on the following concerns: control and disruption, role of student newspapers, censorship, responsibilities of advisers, role of administrators, controversial issues, and freedom of expression in general. Usable responses were received from 191 school newspaper advisers and 144 high school principals. Among the findings were the following: (1) 58.8% of the principals, but only 22.5% of the advisers, agreed that school administrators should have the right to prohibit publication of articles they think harmful, even though such articles might not be libelous, obscene, or disruptive; (2) 58.5% of the principals agreed that maintaining discipline in the school is more important than publishing a newspaper free from administrative censorship, while 74% of the advisers disagreed; (3) 96.5% of the principals and 89% of the advisers agreed that student newspaper advisers should review all copy before it is printed; and (4) 46.5% of the principals disagreed that the student newspaper should be allowed to print a story it can prove is true even if printing the story will hurt the school's reputation, while 44.5% of the advisers agreed that such an article should be published. (HOD)

ED 269 822 CS 505 279

Semlak, William D.; And Others
Corporate Culture in a University Setting: An Analysis of Theory "X," Theory "Y" and Theory "Z" Cultures within University Academic Departments.
PUB DATE- 18 Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Decision Making; *Department Heads; Higher Education; Interpersonal Communication; Leadership Styles; *Organizational Climate; *Organizational Communication
IDENTIFIERS- Illinois State University; Theory X; Theory Y; Theory Z

A study used M. Cuffe and J. F. Cragan's three-dimensional model for understanding corporate culture within an organization to describe the managerial styles of chairpersons at Illinois State University. Case studies were completed for 18 chairpersons, who then sorted 60 statements on leadership style on a forced choice continuum from most reflective to least reflective on how they managed their departments. The statements indicated one of three types of leadership style: (1) theory X, which emphasizes a "chain of command" approach; (2) theory Y, which emphasizes employee satisfaction; and (3) theory Z, which emphasizes participative decision making. In addition, the chairpersons answered demographic questions and completed a satisfaction scale. Results showed that the subjects perceived their management styles as flowing from a theory Z culture. However, on two issues--tenure/promotion and "quality control of product"--the subjects operated from theory X. Other findings were that the subjects were reasonably satisfied. They were most satisfied with the opportunity for promotion that being chair offered and, on average, were quite satisfied with their own ability to chair, their rapport with colleagues, and the level of trust, cooperation, and productivity that existed in their departments. (FL)

ED 269 837 EA 018 318

DuFour, Richard P.

Effective Business Practices Can Be Applied to Schools.

PUB DATE- Feb 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (70th, Orlando, FL, February 14-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; Administrator Role; Elementary Secondary Education; Organizational Effectiveness; Productivity; School Administration; School Effectiveness
IDENTIFIERS- Lake County Public Schools IL

Despite the claims of conventional wisdom, business and education can learn from each other. An examination of "In Search of Excellence: Lessons from America's Best Run Companies," by Thomas Peters and Robert Waterman, reveals several ideas and practices that schools can use effectively. (1) A bias for action: hold daily administrative team meetings and replace standing committees with task forces. (2) Stick close to the customer: conduct intensive, ongoing, followup studies of graduates to test educational relevance. (3) Autonomy and entrepreneurship: seek out and encourage those who will champion innovations. (4) Productivity through people: provide teachers with comparative feedback on their performance and celebrate their successes. (5) Hands-on management: building level administrators should keep a hand in teaching and maintain high visibility. (6) Stick to the basics: monitor the achievement of student course objectives closely. (7) Keep the organizational structure simple: give individual schools a large measure of autonomy. (8) Simultaneous looseness and tightness: while allowing initiative and autonomy, insist on the observance of certain core values. (PGD)

ED 269 866 EA 018 406

Yeager, Robert J., Comp.
Directory of Development.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 34p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($10.95 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrators; *Catholic Schools; Elementary Secondary Education; *Institutional Advancement; National Surveys; Postsecondary Education
IDENTIFIERS- Development Officers

This booklet provides a listing of all the Catholic educational institutions that responded to a national survey of existing institutional development programs. No attempt was made to determine the quality of the programs. The information is provided on a regional basis so that development personnel can more readily make contact with their peers. The institutions are listed alphabetically within each state grouping, and each state is listed alphabetically within the six regions of the country. Listings are also provided for schools in Belgium, Canada, Guam, Italy, and Puerto Rico. (PGD)

ED 269 895 EA 018 500

Taylor, Suzanne Saunders
Public Employee Retirement Systems: The Structure and Politics of Teacher Pensions.

REPORT NO.- ISBN-0-87546-123-9
PUB DATE- 86
NOTE- 187p.
AVAILABLE FROM- ILR Press, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14851 ($26.00 cloth--ISBN-0-87546-123-9; $14.95 paperback--ISBN-0-87546-124-7).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Compensation (Remuneration); Elementary Secondary Education; Finance Reform; Financial Services; Fringe Benefits; Government Employees; Insurance; Labor Demands; Local Government; Personnel Policy; Policy Formation; Political Issues; *Politics of Education; *Retirement Benefits; State Legislation; *State Programs; Teacher Associations; *Teacher Employment Benefits; *Teacher Retirement
IDENTIFIERS- American Federation of Teachers; National Council on Teacher Retirement; National Education Association

This book describes the operation of state and local government pension systems for teachers, explores the rationale behind current administrative and financial practices, and describes the interaction of special interest groups, pension professionals, and investment personnel with the administration of these systems. The pension systems in 23 states and 4 cities were examined through interviews with more than 200 people--including trustees, plan administrators, legislators, union officials, investment professionals, actuaries, financial consultants, academics, and others affiliated with state and local pension systems--along with review of basic retirement data and documents. After a brief introduction, chapter 2 provides an overview of the structure of the three major types of retirement systems for teachers: public corporation systems, hybrid systems, and government systems. Remaining chapters focus on the following: (1) the boards of trustees; (2) the administration of investment; (3) pensions and the legislative process; (4) the politics of public employee retirement systems and teacher unions; (5) the national focus; (6) actuarial services; (7) investment practices; and (8) performance measurement and custodial processes. The final chapter presents observations on public employee retirement systems: their structure, the influences upon them, and their future. References are included. (TE)

ED 269 567   CE 043 790

Textiles--Science. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 52p.; For other guides in this series, see CE 043 781-792.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Competency Based Education; Coordination; *Course Content; *Fused Curriculum; Learning Activities; *Occupational Home Economics; Program Content; Relevance (Education); Science Curriculum; *Science Education; Secondary Education; Secondary School Science; Statewide Planning; *Textiles Instruction
IDENTIFIERS- *North Carolina

This guide is intended to assist vocational educators teaching a course in textiles to relate the skills addressed in science courses to a particular vocational education course. The guide consists of a curriculum alignment chart that cross-references vocational performance indicators to science skills/competencies. The science competency indicators presented for each vocational education performance indicator are broken down according to science course and grade level. Selected teacher helps in the form of student exercises are also provided for each performance indicator listed in the curriculum alignment chart. (MN)

ED 269 635 CE 044 483

Zellers, Robert W.
A Resource Guide of Tests for Adult Basic Education Teachers.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 86
NOTE- 127p.; A project conducted by Robert William Zellers Educational Services, Johnstown, PA.
AVAILABLE FROM- AdvancE, The Adult Education Clearinghouse, PDE Resource Center, Pennsylvania Dept. of Education, 333 Market Street, Harrisburg, PA 17126-0333.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Achievement Tests; *Adult Basic Education; *Diagnostic Tests; *Intelligence Tests; *Interest Inventories; Screening Tests; *Student Evaluation; Vocational Evaluation
IDENTIFIERS- 310 Project

This booklet provides adult basic education teachers with information on 77 tests and measurement instruments currently available that were mentioned as useful and effective on a survey of approximately 350 adult education teachers in Pennsylvania and others throughout the country. The tests are listed under the categories of diagnostic, placement, achievement, intelligence, and interest tests, and some tests are listed in more than one section. Some or all of the following information is included for each of the tests: test title; purpose of the test; test description; type of test; grade level range; subject area(s); time for administration; number of items; number of forms; scoring procedure; date of publication; cost of materials; and publisher's name, address, and phone number. Concluding the booklet is an alphabetical index of tests. (MN)

ED 269 910 EC 182 394

Bangser, Michael R.
Lessons on Transitional Employment: The STETS Demonstration for Mentally Retarded Workers.
Manpower Demonstration Research Corp., New York, N.Y.

PUB DATE- Aug 85
NOTE- 39p.; For a related document, see ED 261 506.
AVAILABLE FROM- Manpower Demonstration Research Corporation, Office of Publications, Three Park Ave., New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Demonstration Programs; *Education Work Relationship; *Employment; *Mental Retardation; Models; *Policy Formation; Young Adults
IDENTIFIERS- *Structured Training Employment Transitional Serv

The report describes the STETS (Structured Training Employment Transitional Services) project, a program designed to prepare mentally retarded young adults for competitive employment. The report summarizes major lessons and policy implications of the STETS demonstration. An initial section describes the evolution of public policy in transition programs and presents information on typical participants. Lessons from program implementation are noted, including the superiority of worksite observation over the use of standardized tests and the use of sheltered workshops as one option for the early phase of training. The following in-program performance measures are reviewed: placement in competitive jobs, length of stay, and operating costs. Findings from the impact and benefit cost research are noted. A final section examines factors involved in expanding the role of transitional employment programs. (CL)

ED 269 552 CE 042 570

Meister, Gary G.; Evers, Nancy A.
Leadership and Program Development.
PUB DATE- Nov 85
NOTE- 21p.; Paper presented at the National Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-9, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Continuing Education; Educational Planning; *Educational Research; Individual Characteristics; *Leadership; *Leadership Qualities; Postsecondary Education; *Program Development; Program Improvement; Research Methodology; *Research Utilization

Effective leadership is critical to the successful development of continuing education programs. Thus, combining the results of research on leadership and program development holds promising implications for improving the process of developing continuing education programs. Most research on leadership can be classified as following the power-influence, trait, behavior, or situational approach. Studies using each of the four methodologies are consistent in their finding that leaders (1) have a vision or an intention as to where the organization is headed and how it will get there, (2) communicate their intentions, (3) give themselves to accomplishing their intentions, and (4) motivate others to do the same. The continuing education leader's approach to his or her role will influence the program development process and thus will ultimately affect the end result of the program. For this reason, leaders of continuing education program development should possess and use the human, technical, and conceptual skills necessary to accomplish program goals and to empower their fellow planners, instructors, evaluators, and other colleagues to participate in the program planning and development process. (MN)

ED 269 594 CE 044 386

Walters, Norma J., Ed.; And Others

Parliamentary Procedure Workbook for the Florida Association, Health Occupations Students of America. Revised.

Health Occupations Students of America. Florida Association.
PUB DATE- Jul 81
NOTE- 71p.; For a related teacher's guide, see CE 044 387.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Classroom Techniques; *Leadership Training; *Learning Activities; *Parliamentary Procedures; Secondary Education; Skill Development; *Student Organizations; Vocational Education; Workbooks
IDENTIFIERS- *Health Occupations Students of America

This workbook contains 22 exercises designed to strengthen health occupations students' knowledge of parliamentary procedure. Exercises consist of fill-in, short essay, and true or false questions, and practice in conducting meetings according to parliamentary procedure. Five appendixes to the workbook include a summary of parliamentary procedure, action for special purposes, summary of motions, chart of parliamentary rules, and a parliamentary motions test and parliamentary procedure answer key. (KC)

ED 269 608 CE 044 414

Hines, Donna

Business Telephone Etiquette. Comptetency Test Package. Office Occupations. Instructor's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 84

NOTE- 53p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 415-421.

AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; *Business Skills; Clerical Occupations; *Competence; Competency Based Education; Evaluation Criteria; Job Skills; Learning Modules; Office Occupations Education; *Office Practice; Postsecondary Education; Secondary Education; Skill Development; Special Education; *Telephone Usage Instruction; *Test Items; Vocational Education

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives: a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests on business telephone etiquette cover time zones, area codes, various conversations, message forms, and voice quality. (This competency test package can be coordinated with a slide/tape module.) (KC)

ED 269 693 CG 019 079

Krippner, Stanley
Humanistic Psychology: Some Unfinished Business.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Heuristics; *Mythology; Phenomenology; *Psychological Studies; *Research Methodology; Systems Approach
IDENTIFIERS- Human Action Research; *Humanistic Psychology

The need for humanistically-oriented research may be viewed as the unfinished business of humanistic psychology. Additional research is needed to support some of the theoretical positions of humanistic psychology which have emerged from clinical practice, education, and management consultation rather than from laboratories and field studies. The methodologies of humanistic psychology do include laboratory experimentation and its insistence that the phenomena it investigates must be observable, measurable, and repeatable. But the methodologies also include several alternative approaches: (1) phenomenological approaches, which strive to reflect and intuit on phenomena; (2) systems approaches; (3) human action research, which investigates how human actions differ significantly from other changes in nature; and (4) the mythic method, which attempts to reveal the meanings hidden within emergent patterns contained in the symbolic content of cultural and personal myths. Saybrook Institute was founded in 1970 to foster research in humanistic psychology through graduate education. Students are permitted to use any research method which is appropriate for the problem under investigation. Several recent dissertations illustrate the efforts which have been made by Saybrook students in humanistic research. Humanistic psychology has increased the ways in which investigators can discover, explain, and apply principles of humanistic psychology. Four pages of references conclude the report. (NB)

ED 269 735 CS 008 435

Campione, Joseph C.; Brown, Ann L.

Dynamic Assessment: One Approach and Some Initial Data. Technical Report No. 361.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 68p.
CONTRACT- 400-81-0030
GRANT- HD-05951; HD-06864; HD-15808
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; *Educational Diagnosis; Elementary Education; Identification; Intelligence Quotient; Learning Processes; *Learning Readiness; Learning Strategies; *Predictive Measurement; Predictor Variables; Reading Diagnosis; *Reading Readiness; Reading Research; Standardized Tests; *Transfer of Training
IDENTIFIERS- *Dynamic Assessment; Vygotsky (Lev S)

In an effort to validate dynamic assessment methods influenced by Vygotsky's (1978) definition of zones of proximal development (an indicator of readiness), three sets of experiments addressed two goals: the development of diagnostic assessment methods and the use of diagnostic results to guide the design of instructional programs. The first two studies examined two psychological processes presumed to be significant predictors of academic performance: acquiring new information (learning) and using that information in novel situations (transfer). Results indicated the validity of the methods used, showing (1) that groups of children of contrasting abilities do differ in terms of learning and transfer, with differences being greater in transfer; and (2) that learning and transfer are better predictors of performance than either IQ or standardized test scores, with the best predictor being transfer. In the third study, which tested the instructional application of dynamic assessment results (emphasizing enhancing the transfer process), subjects taught to use four reading strategies demonstrated gains in their ability to transfer these skills, as evidenced by their standardized and reading comprehension test scores. Results of these studies suggest that the best predictors of the extent to which individuals are likely to profit from instruction are their initial response to instruction (learning) and, even more, how successfully they can transfer their learning to novel situations. Results also suggest the superiority of dynamic assessment over static testing for planning for instruction. A seven-page list of references is included. (LLZ)

ED 269 749 CS 008 452

Smith, Frank
Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read. Third Edition.
REPORT NO.- ISBN-0-89859-862-1
PUB DATE- 86
NOTE- 264p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers, 365 Broadway, Hillsdale, NJ 07642 ($15.95 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Decoding (Reading); Language Acquisition; Language Processing; Language Skills; *Learning Theories; Memory; Oral Language; Phonics; Psycholinguistics; Reading Comprehension; Reading Instruction; *Reading Processes; *Reading Research; Reading Skills; Reading Writing Relationship; Teacher Role; Vision; Visual Learning; Written Language

The purpose of the third edition of this book is to explore what must be involved in reading by addressing such topics as language, information theory, learning theory, the development of spoken language ability, and the physiology of the eye and brain. It is designed to serve as a handbook for language arts teachers, a text on the psychology of reading, a guide to relevant research on reading and an introduction to reading as an example of higher cognitive skills. Chapter titles are as follows: "Perspective and Preview"; "Reading and Information"; "Between Eye and Brain"; "Bottlenecks of Memory"; "Knowledge and Comprehension"; "Language: Spoken and Written"; "Learning about the World and about Language"; "Letter Identification"; "Word Identification"; "Phonics and Mediated Word Identification"; "The Identification of Meaning"; "Reading, and Learning to Read"; and "The Teacher's Role." Chapter notes, a glossary, a list of references, and subject and author indexes are included. (LLZ)

ED 269 793 CS 209 772

Pincus, J. David; Rayfield, Robert E.
The Relationship between Top Management Communication and Organizational Effectiveness.
PUB DATE- Aug 86
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Communication Research; Communication Skills; *Employee Attitudes; *Employer Employee Relationship; *Job Satisfaction; Organizational Climate; *Organizational Communication; *Organizational Effectiveness

A study examined the notion that employees' perceptions of communication between an organization's top managers and its employees influences certain key organizational variables in differing and predictable ways. Specifically, the study investigated whether employees' perceptions of top management communication were related to their job satisfaction and job performance and whether their communication relationships with their immediate supervisors were more strongly related to their satisfaction and performance than their communication relationships with top managers. Subjects, 327 nurses, completed modified versions of the Communication Satisfaction Questionnaire and the Job Description Index, and a job performance evaluation questionnaire. Results indicate that employees' perceptions of top management communication are positively related to their job satisfaction, and to a lesser extent, to their job performance. The findings confirm the belief that employees' perceptions of their communication activities with their immediate supervisors is of primary importance; however, top management communication appears to have a simultaneous and substantial impact on employees' work attitudes and job performance. (FL)

ED 269 838 EA 018 319

Lockledge, Ann
The Superintendent in an International Setting.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Characteristics; Administrator Role;
  Elementary Secondary Education; Foreign Countries; Governing
  Boards; *Overseas Employment; Private Education; *Superintendents;
  *Work Environment
IDENTIFIERS- *Dependents Schools

The duties, working environment, and characteristics of the chief school administrators of the privately owned American-sponsored overseas schools are described in this paper. The document looks first at the schools themselves, touching on the make-up of their student bodies, their educational philosophies, and their governance. The history of American schools overseas is reviewed with particular attention to the provision of official support from the United States government. The characteristics of the superintendents are considered next: they differ significantly from those of administrators in the United States, though the overseas superintendents typically have had experience as school administrators in the United States. The superintendent's role is described, including his or her relationship with the school's governing board. Typical processes used by administrators for hiring personnel are noted. The paper concludes with a brief review of responses to a recent survey of current superintendents that provides further insight into their characteristics and motivations. Twenty-nine references are cited. (PGD)

ED 269 882 EA 018 485

Holmes, Mark

Traditionalism and Educational Administration.

Ontario Inst. for Studies in Education, Toronto.
PUB DATE- 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Educational Administration; *Educational Philosophy; Moral Values; Traditionalism; Value Judgment

Administration is defined as the enactment of moral choices influencing subordinates within an organizational setting. It is distinguished from management, which is considered to involve a lower level of discretion. Educational administration is therefore in the moral domain; it involves discretionary, moral choices in a field that is itself moral in intent and execution. The empirical, positivist conceptualization of educational administration dominant in the United States is essentially inappropriate because it covertly ignores the moral heart of the field. It assumes that generalizations about effective and ineffective administration can be discovered through social science and that these generalizations will be applicable regardless of the goals being addressed. The subjectivist, phenomenological alternative is also unhelpful. Although it recognizes the importance of personal values, it treats them as morally equivalent, objective phenomena. The contemporary rise of traditionalism suggests that increasing numbers of laypersons are demanding that education be grounded in the fundamental moral perspective of our cultural traditions. Thus administrators must be educated to develop wisdom rather than know-how and must be respected for their moral commitment more than for their ability to manage power and manipulate people. (Author/PGD)

ED 269 926 EC 182 710

Gold, Ruth; Spivack, Frieda
Standards for Excellence: Recommendations for Preschool Special Education Teacher Competencies in New York State.
New York State Consortium, Centereach.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 83
NOTE- 18p.; For related document, see EC 182 709.
GRANT- G00810062; G007900511; G008000200; G008200740; G008301370
AVAILABLE FROM- Regional Program for Preschool Handicapped Children, Putnam/Northern Westchester BOCES, Projects Building, Yorktown Heights, NY 10598 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Competency Based Teacher Education; Curriculum Development; *Disabilities; Handicap Identification; Individualized Education Programs; *Instruction; Knowledge Level; Parent Teacher Cooperation; *Preschool Education; Referral; Screening Tests; Student Evaluation; Student Placement; Teacher Attitudes; *Teaching Skills
IDENTIFIERS- New York; *Teacher Competencies

The report is designed as a guideline for preservice and inservice teacher education programs and the New York local education agencies providing preschool services to handicapped children. A set of competencies was reviewed, rated and discussed by professionals in the field at two workshops and in consultation with preschool program administrators. Competencies are listed for eight major areas (sample subtopics in parentheses): (1) personal qualities of teachers (warm and positive behavior); (2) knowledge of child development (integrated knowledge of child growth and development sequences); (3) knowledge of early childhood special education (legislation, impacts on the family); (4) identification, screening, and referral (due process and procedural safeguards); (5) assessment (preparation of written reports); (6) individual educational programs (IEP) and placement (effective work with parents); (7) curriculum (development and selection of appropriate materials); and (8) instruction and management (use of the IEP to plan instruction and implementation of the IEP in the classroom setting). (CL)

ED 269 943 EC 182 729

Transitional Service Centers Assisting Students with Developmental Disabilities into Employment and Community Life: A Procedural Handbook and A Workshop Trainers's Guide.

National Association for Retarded Citizens, Arlington, Tex.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 86
NOTE- 119p.
GRANT- DHHS-90-DD-0062
AVAILABLE FROM- Association for Retarded Citizens of the United States, 2501 Avenue J, P.O. Box 6109, Arlington, TX 76011.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); Community Programs; Daily Living Skills; *Developmental Disabilities; *Education Work Relationship; *Employment; Job Skills; *Mental Retardation; Needs Assessment; *Program Development; Program Evaluation; Program Implementation; Sheltered Workshops; *Transitional Programs; Workshops
IDENTIFIERS- *Transitional Service Centers

Two documents focus on Transitional Service Centers (TSC) programs designed to help persons with mental retardation or other developmental disabilities enter into employment and community life. The procedural manual introduces the concept of transition from school to work and community living and examines steps in developing TSCs: (1) conducting a needs assessment; (2) formulating and assessing TSC objectives; (3) forming a TSC; (4) implementing the model; and (5) evaluating the TSC. Among appended information are position statements of the Association for Retarded Citizens (ARC) on productivity, wages, and the role of work activity centers and regular workshops in vocational training. A trainer's manual is intended to help local ARCs and other agencies in developing TSCs. The guide contains suggested exercises, charts, and handouts suitable for a one-day workshop. (CL)

ED 269 721 CS 008 398

Rasinski, Timothy V.
Developing Models of Reading Fluency.
PUB DATE- 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associative Learning; Context Clues; Developmental Stages; Elementary Education; Grade 3; Grade 5; Integrated Activities; *Models; Oral Reading; *Reader Text Relationship; *Reading Achievement; Reading Comprehension; Reading Instruction; *Reading Processes; *Reading Research; *Reading Skills; Theory Practice Relationship
IDENTIFIERS- Model Development; *Reading Fluency

Recent reading research has identified three reader variables involved in fluent reading: automatic word identification, contextual word identification, and text phrasing. To confirm the validity of these variables in the reading process, to test reading models employing them in an integrated and interactive manner, and to identify developmental changes in the models, a study was undertaken involving 77 third grade and 65 fifth grade students. The students read orally a social studies passage and identified within-sentence breaks in the passage. After a buffer task, they were asked to retell all they could remember from the passage, then completed a multiple choice comprehension measure and a standardized reading achievement test. A model using the variables was then hypothesized, fitted to the study data, and tested using structural equation modeling. The findings suggest that the variables are valid surface level factors involved in fluent reading, that they interact in leading to comprehension, and that the nature of their interrelationship was not static, since developmental changes occurred. (FL)

ED 269 778 CS 209 734

Garrison, Bruce

Readership Habits of Subscribers to a Spanish-Language Metropolitan Magazine.

PUB DATE- Aug 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Foreign Language Periodicals; *Hispanic Americans; *Media Research; *Periodicals; *Reading Habits; *Reading Interests; Sex Differences; Spanish Speaking
IDENTIFIERS- *Readership Analysis

Noting the increase in the number of Hispanics in the United States and a parallel increase in the number of magazines for this segment of the population, a study analyzed readership patterns of a Spanish-language metropolitan magazine. Data were collected by means of a mail survey completed by 282 subscribers of the "Miami Mensual." Six demographic variables were investigated: respondent's sex, educational level, language preference for reading, age, occupation, and household income. It was hypothesized that there would be no readership differences across these variables. The results supported this hypothesis. The results suggest, however, that there is a need to investigate further gender difference in reading preferences and the influence of Hispanic culture on these preferences. (Tables of data are included.) (HTH)

ED 269 867 EA 018 430

Imbrogno, Salvatore

Heuristics in an Educational System Design.

PUB DATE- 86
NOTE- 19p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; Formative Evaluation; *Heuristics; Policy Formation; *Problem Solving; Program Evaluation

Using a heuristic system design is the most cost effective means for confronting unstructured policy problems that require action in cases in which there is a limited empirical data base or a diversity of opinion concerning preferred ends and feasible means. This paper discusses heuristic principles that can serve as guides to problem solving and explains how application of the principles reduces errors in the conceptualization of problems. The use of heuristic system design as a means of confronting ambiguity and indeterminacy in educational programming is addressed, and the value of heuristics for contemplating future policy directions is explored. The heuristic basis of processes for monitoring educational programs is noted. (PGD)

ED 269 622 CE 044 442

Fingeret, Arlene; And Others
North Carolina Adult Basic Education Instructional Program Evaluation, 1985.
North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 85
NOTE- 227p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Case Studies; *Educational Needs; *Educational Policy; Educational Quality; Outcomes of Education; Policy Formation; *Program Attitudes; *Program Effectiveness; *Program Improvement; State Programs; Student Attitudes; Teacher Attitudes
IDENTIFIERS- 310 Project; *North Carolina

An evaluation of adult basic education (ABE) programs was conducted in North Carolina, using a case study approach. Research was done by six teams that collected information from taped interviews with participants in six programs chosen to represent rural and urban areas and various demographic and racial mixes of students. Materials and records provided by the programs were also studied. The result is an extensive narrative report of the students' feelings and opinions as well as feedback from instructors. In addition, conclusions were drawn and recommendations made. Some of the conclusions were that ABE in North Carolina is meeting the needs of a percentage of those adults in the state who appear to be appropriate for the services. However, the study suggests that some policy and programmatic changes are necessary. The study found that students appreciate the program's existence and the instructors' concern; instructors like their jobs and their administrators. Administrators are committed to ABE and like the state personnel's responsiveness. However, instructors in local programs are unaware of how their efforts compare with those of other instructors; administrators often are not aware of how their programs compare with others; and the state staff questions the usefulness of lessons to be learned from other states. There is a theme of isolation in the name of autonomy. Therefore, recommendations have been made in regard to both training and policy. New funds are necessary to make these changes. Three pages of references and copies of the design proposal, the interview and observation guide, and the participants' interview guide and data sheets are appended. (KC)

ED 269 636 CE 044 484

Middleton, Marsha

Women in Job Training Report. Implementation of the Job Training Partnership Act in Selected Communities.

League of Women Voters Education Fund, Washington, D.C.

PUB DATE- Jan 86

NOTE- 12p.

AVAILABLE FROM- League of Women Voters of the United States, 1730 M Street, NW, Washington, DC 20036 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Educational Legislation; Educational Needs; *Employment Programs; Federal Legislation; *Females; *Job Training; National Surveys; *Outcomes of Education; Postsecondary Education; *Program Implementation

IDENTIFIERS- *Job Training Partnership Act 1982

A study examined the implementation of the Job Training Partnership Act (JTPA) in 12 communities across the country. Despite the impressive numbers cited by those who proclaim that the JTPA is a remarkable success, the program's critics, and even some of its supporters, acknowledge major concerns about the program's ability to address the special needs of women. As women attempt to enter the job market, they are confronted by special problems. They are clustered in the work force in the lowest-paying and most nontechnical occupations, often face discriminatory attitudes by employers, and lack adequate supportive services. Although female participation in JTPA was found to be high (ranging between 46 and 70 percent), female representation on private industry councils was critically low. Nine of the 13 JTPA sites monitored provided money for supportive services; however, only one site used the full 15 percent of the total budget that is permissible under the law. The average hourly wage for program graduates from the sites monitored ($5.30) translated into an annual income of $11,024, which, while above the poverty level, still leaves program graduates in the ranks of the working poor. Furthermore, despite the JTPA's offer of nontraditional training, few women studied were being placed in nontraditional jobs. A list of additional resources concludes the report. (MN)

ED 269 651 CG 019 036

Cleveland, Jeanette N.; Landy, Frank J.
Age Perceptions of Jobs: Convergence of Two Questionnaires.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrators; *Age Discrimination; *Employees; *Employer Employee Relationship; Employment Practices; *Older Adults; Perception; Questionnaires; Research Methodology; *Stereotypes
IDENTIFIERS- *Older Workers

Attitudes and decisions regarding older workers should become an increasingly important issue for industrial/organizational psychologists in the 1980's. A variety of problems encountered by older workers has prompted concern about age discrimination in industry. Situational factors also affect the extent to which stereotypes about groups influence decisions about individuals. This study attempts to provide empirical information on the age perceptions of 40 managerial jobs. Managers (N=120) were asked to complete either a frequency grid questionnaire or a numerically anchored rating scale describing their perceptions of the age distribution in each job. Jobs were classified as older, younger, or age neutral only if results obtained using the two questionnaires provided converging classifications. Sixty-two percent of the jobs were classified as older, younger, or age neutral jobs using the convergence criteria, indicating that these jobs could be reliably classified by managers according to their age characteristics. This research suggests that future studies should take a more interactionist approach to unfair decision-making by examining personal and contextual factors. Data tables and the two questionnaires are provided. (ABL)

ED 269 665 CG 019 050

Zimmer, Marc

The Production of "Everything You Always Wanted to Know about Anorexia and Bulimia, but Were Afraid to Ask".

PUB DATE- Jan 85
NOTE- 194p.; For a related document, see CG 019 031.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anorexia Nervosa; Body Weight; *Bulimia; Eating Habits; *Information Dissemination; Information Needs; *Lay People; Mass Media; Publications; *Resource Materials

This report describes the research study involved in developing a document on anorexia and bulimia for the lay population. Chapter I focuses on the basic areas that provided the foundation for the study: (1) the definitions of specific eating disorders; (2) the role of the mass media in affecting anorexics and bulimics, and in educating the public about the etiology, nature, prevention, and treatment of eating disorders; and (3) the need for a publication that would answer commonly asked questions about anorexia and bulimia. Chapter II provides a review of the literature about anorexia and bulimia. Included are sections on psychological factors; social factors and a feminist perspective of related eating disorders; treatment modalities; and a summary and conclusions. Chapter III describes the 12-section survey which was developed from the literature review to identify the most frequently asked questions about anorexia and bulimia and which was completed by 210 respondents. Chapter IV presents the lay publication "Everything You Always Wanted to Know about Anorexia and Bulimia, but Were Afraid to Ask" which resulted from the literature review and survey. Included are sections on basic terms (anorexia, bulimia, bulimarexia), physical symptoms, psychological aspects, the role of the family, environmental factors, social factors, medical issues, habits and behavior, treatment approaches, educational and self-help programs, the question of sex, and history. This chapter ends with a list of suggested readings. Chapter V considers routes of distribution for this publication. The survey questionnaire, cover letter, and a set of additional questions raised by respondents are appended. (NB)

ED 269 679 CG 019 064

O'Connor, Mary Ann; Bodine, George E.

The Impact of Early Recovery from Alcoholism on Spouses of Alcoholics: A Study of Stress, Coping and Marital Adjustment.

PUB DATE- 6 Nov 85
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Coping; *Drinking; Family Problems; *Marital Satisfaction; *Spouses; *Stress Management; Stress Variables

Alcohol abuse results in a variety of problems including employment difficulties and family problems. This study integrates a family systems model of alcoholism with a family crisis model for recovery to study spouses of alcoholics and their perceptions of family stress, coping styles, and quality of marriage. Participants (N=60) were husbands or wives of alcoholics who were divided into three equal subgroups: (1) the early recovery group, whose spouses were sober for less than 2 years; (2) the long-term sobriety group, whose spouses were sober 2 or more years; and (3) the wet group, whose spouses were actively drinking. Participants responded to questionnaires about stress, life change events, coping styles, marital adjustment and drinking problems. The results indicated that the early recovery group scored lowest in terms of life change events and levels of stress, and highest on the quality of marriage index. The wet group had the highest life change events and stress scores and the lowest scores for the quality of marriage index. The long-term sobriety group scored between the other groups on life change events, stress, and quality of marriage. The highest coping abilities scores were in the wet group. Degree of stress and marital adjustment were inversely related for all groups. Further research of the recovery process could aid in determining effective coping styles and stress management techniques for buffering the destructive consequences of the alcoholic's drinking. (References are included.) (ABL)

Dail, Paula W.
Can Fathers "Mother"? The Nurturing Characteristics of Single Parent Fathers.
SPONS. AGENCY- University of Northern Iowa, Cedar Falls.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the International Conference on Family Strengths (Los Angeles, CA, April, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Divorce; Family Structure; *Father Attitudes; Fatherless Family; *Fathers; Marital Status; *Parent Child Relationship; *Parent Role; Sex Differences
IDENTIFIERS- *Noncustodial Parents; *Nurturance

As family structures have shifted to include a high proportion of single parent households, more attention has been directed toward the characteristics of both the maternal and paternal roles. A study was conducted to identify the nurturing qualities of parenthood in a sample of 51 presently unmarried, noncustodial fathers, and to determine the importance of these qualities relative to life satisfaction, self satisfaction, and perceptions of the quality of the family environment in the family of origin. Data were obtained using those segments of the Perception of the Parental Role Scales which identify and assess the nurturing qualities of the parental role. In addition, a comparison of single fathers with 119 married fathers and with 125 married mothers from an earlier study on the same dimensions of nurturing was obtained. The results indicated that these single fathers were highly nurturing and, when compared to both fathers and mothers in dual parent settings, showed greater concern about nurturing aspects of the parental role. These findings contradict the view that noncustodial fathers become less concerned about their children's emotional development. The results suggest that the nurturing traits of parenthood are independent of either marital status or sex of parents. This research has implications for family laws and public policy, child care and custody decisions, and for service providers in various family social programs. (Author/NB)

ED 269 764 CS 209 677

Norment, Nathaniel, Jr.

Contrastive Analyses of Organizational Structures and Cohesive Elements in English, Spanish (ESL) and Chinese (ESL) Students' Writing in Narrative and Expository Modes.

PUB DATE- 82
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cohesion (Written Composition); *English (Second Language); *Expository Writing; Higher Education; Language Usage; *Narration; *Sentence Structure; Spanish Speaking; Structural Analysis (Linguistics); *Writing Research; Writing Skills
IDENTIFIERS- Chinese People; *Discourse Modes

A study examined the differences and similarities in the relationship between the organization of written English produced by native Chinese, English, and Spanish speaking adult college students when they wrote in the narrative and expository modes. Specifically, the study explored the kinds of cohesive devices that operated in the English text and determined the presence of these devices in the subjects' writing. Subjects, 30 Chinese, 30 English, and 30 Spanish speaking students, produced 180 writing samples. The City University of New York (CUNY) writing Assessment Test was used to select the subjects, while the Milic Logical Categories test and a cohesion scale were used to analyze their writing. Results indicated that (1) there was a distinct organizational structure in the writing samples of all students, (2) the organizational structure was produced across modes, (3) the frequency and percentage of use of cohesive devices were distinct for each language group, and (4) the three language groups produced more sentences and used more devices when writing in the narrative than in the expository mode. A three-page list of references and data tables are included. (FL)

ED 269 808 CS 209 844

Rouner, Donna
The Uses of and Attention to Rock's Lurid Lyrics.
PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drug Use; Higher Education; *Influences; *Listening Habits; *Mass Media Effects; Media Research; *Music; Sex; *Student Attitudes
IDENTIFIERS- Audience Response; *Music Lyrics; *Rock Music

Noting that efforts at restraining rock music may be quite limiting to the free expression of artists and the reception of the music by individuals who strongly value their musical experiences, a study investigated the uses of rock music by young adults and its effect on them. Subjects, 128 college students, indicated on a self-report survey (1) the frequency with which they listened to rock music on radio, albums, and tapes; (2) how much attention they pay to rock music lyrics and how much effort they exert in trying to memorize the lyrics of favorite artists; (3) how often they listen to rock music while drinking alcohol, using drugs, or engaging in sex; and (4) whether they agreed or disagreed with a number of attitudinal items. Respondents were also queried using several items as to their knowledge of some specific rock lyrics and artists. The results challenge claims of many rock critics. Subjects seemed generally aware of sexual explicitness in rock and roll, with at least 40% agreeing it is a common occurrence. The respondents indicated some personal offense by these lyrics, with over half believing that children are adversely affected by sexual messages, and nearly one third supporting the call for warning labels on albums and tapes with explicit lyrics. Respondents listened to rock music much less than the five hours each day that critics claim, and knowledge of some common rock lyrics was lacking. Results indicated that neither exposure over time nor attention to lyrics is a significant predictor of the belief that sex is enhanced by listening to rock music. The results suggest that focusing on the lyrics, apart from the music, may not be the most appropriate way to examine alleged effects. (HTH)

ED 269 823 CS 505 280

Stewart, Robert
Lesson Plan Takes Puzzle Out of Play Reading.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drama; Lesson Plans; Motivation Techniques; *Oral Reading; Readers Theater; *Reading Skills; Scripts; Secondary Education; Speech Communication; *Speech Skills; Stages (Facilities); Student Motivation; Teaching Methods

Intended to foster playreading skills in high school students, this lesson plan can be used to teach the essential ingredients of a play in a single class period and can be used verbatim or adapted as desired. The plan includes a phase for motivating student interest in reading plays, a discussion of the skills needed for reading a script, and a description of the nine parts of a stage. The last assignment in the lesson plan is the actual reading of a play. (HOD)

ED 269 853 EA 018 391

Butt, R. L.
Curriculum Implementation, Classroom Change and Professional Development: The Challenge for Supervision.
PUB DATE- Jun 84
NOTE- 27p.; Paper presented at a symposium on supervision at the Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, Canada, June 1984). For other symposium papers, see EA 018 392-394.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Change Strategies; Curriculum Development; Educational Policy; *Faculty Development; Foreign Countries; Instructional Improvement; *Instructional Innovation; Interprofessional Relationship; Teacher Improvement; Teacher Participation; *Teacher Role
IDENTIFIERS- Canada; Collegiality

This document reviews research on the implementation by teachers of new classroom procedures. The document also traces trends in methods for encouraging instructional innovation as these trends were influenced by the research findings. The report begins with an account of the curriculum reform movement, which featured nonteaching experts telling teachers how to change. The lack of change was first attributed to teacher failure and later to teacher unwillingness to change. The review then traces the impact of research on the growing understanding of several forces affecting innovation: the pressures limiting teacher participation, the value of shared effort and collegial support, the importance of an anthropological or cultural understanding of the teaching situation, the uses of action research techniques, and the application of supervisory methods. The document concludes with a listing of 17 ways in which the methodology of teacher supervision should be modified to accommodate the research findings. (PGD)

ED 269 553 CE 042 763

Proceedings of the Annual Adult Education Research Conference (24th, Montreal, Quebec, April 8-10, 1983).

Concordia Univ., Montreal (Quebec).; Montreal Univ. (Quebec).

PUB DATE- 83

NOTE- 289p.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Education; *Adult Learning; Distance Education; *Educational Research; *English (Second Language); Futures (of Society); High School Equivalency Programs; Independent Study; Labor Force Development; Literacy Education; Needs Assessment; *Research Methodology; *Second Language Learning

These proceedings contain 46 papers. Brief English-language titles include: "Some Research Findings on Study Methods in Adult Distance Education" (Bajtelsmit); "Self Planned Professional Learning among Public School Adult Education Directors" (Beder, et al.); "Participation in Study Circles and the Creation of Analysis" (Beder, et al.); "Participation in Study Circles and the Creation of Individual Resources" (Borgstrom, Olofsson); "An Adult Basic Education Oriented Form of the Education Participation Scale" (Boshier); "Purposes of Adult Education" (Boshier, Nickerson); "Methodolatory in Adult Education Research" (Brookfield); "The Perry Scheme: A New Perspective on Adult Learners" (Cameron); "Adult Acquisition of Formal Operations" (Charuhas); "Beyond 1984: Projecting Participation in Adult Education" (Chimene); "The Educational Orientation Scale" (Clemmer); "Principles of Adult Learning Scale" (Conti); "Determinants of Adult Education Participation of Low Income Adults" (Cookson); "Organizing Packinghouse Workers in Chicago, 1937-1943" (Davenport); "Educational Potential of Interactive Video Technology" (Deshler, Gay); "A Case for the Liberal Arts" (Duguid); "New Test for Brain Hemisphere Preference" (Even, Lux); "Personality Traits and Perceived Benefit Associated with Different Approaches of Medical Students to Self-Directed Learning Projects" (Fox, West); "Images of Interdependence: Meaning and Movement in Learning/Teaching" (Griffith); "Democratization of the Knowledge Production in Adult Education" (Hoghielm); "The Relevance of the Future in Adult Education" (Ilsley); "An Analysis of Perceptions of the Practices of Adult Educators from Five Different Settings" (James); "Retirees Who Are Positive Give Advice to Those Who Are Negative" (Kreitlow, Kreitlow); "An Evaluation Model for an Intervention in a Community Hospital" (Lawler); "Manpower Training and Disadvantaged Adults" (Lawrence); "A Detailed Analysis of GED Examinee and High School Senior Performance on the Tests of General Educational Development" (Malizio, Whitney); "Use and Utility of Information Channels for Self-Help Advocacy Groups" (McCreary); "Culture, Cognition, and Adult Second-Language Literacy" (Orem); "Institution-related Motivational Predictors of the Penchant for Learning in the Natural Societal Setting" (Pipke); "Philosophies of Adult Education and American Values" (Podeschi); "Adult Development and Adult Beginning Reading Behaviors" (Schumacher); "Qualitative Differences between Field Dependent Nursing Students' Perceptions of Learning Experiences and Learning Patterns" (Simpson, Walker); "Correlating Ego Identity Development with Cognitive Processes Used in Question Formation" (Smith); "Needs Assessment in Adult Education" (Sork); "A Phenomenology of the Will to Learn" (Stanage); "A Power-Analytic Investigation of Research in Adult Education, 1970-1982" (West); and "Adult Education Faculty Characteristics, Activities, Satisfactions, and Career Attitudes" (Willie, et al.). (YLB)

ED 269 568 CE 043 791

Wood Technology--Science. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85

NOTE- 63p.; For other guides in this series, see CE 043 781-792.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Competency Based Education; Coordination; Course Content; *Finishing; Forestry; *Fused Curriculum; Learning Activities; Lumber Industry; Program Content; Relevance (Education); Science Curriculum; *Science Education; Secondary Education; Secondary School Science; Statewide Planning; *Vocational Education; *Woodworking

IDENTIFIERS- *North Carolina

This guide is intended to assist vocational educators teaching a course in wood technology to relate the skills addressed in science courses to a particular vocational education course. The guide consists of a curriculum alignment chart that cross-references vocational performance indicators to science skills/competencies.

The science competency indicators presented for each vocational education performance indicator are broken down according to science course and grade level. Selected teacher helps, including suggested true-and-false, multiple-choice, and essay questions for students are also provided for each performance indicator listed in the curriculum alignment chart. (MN)

ED 269 580 CE 044 367

Thompson, Mary J.
The Role of Cooperative Vocational Education in the Educational Reform Movement.
PUB DATE- May 86
NOTE- 36p.; Paper presented to the Executive Advisory Council of the Cooperative Work Experience Education Association (Washington, DC, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Education; *Educational Improvement; *Educational Practices; *Educational Research; Educational Trends; Education Work Relationship; *Futures (of Society); Program Effectiveness; Program Improvement; Public Education; *Research Utilization; Secondary Education; *Vocational Education; Work Experience Programs

Since the early 1980s, blue ribbon commissions and task forces have focused their attention upon identifying problems and suggesting solutions to shortcomings within the public educational system. Some of the questions that can be raised include the following: (1) Who are these citizens interested in educational practices? (2) What solutions have they proposed? and (3) How is public education linked with the health of the American economy? This paper addresses these questions as well as providing a view of the educational reform movement from the perspective of a vocational educator. Successful practices within the field of vocational education are identified with special emphasis upon the cooperative education method. The paper is organized in four sections. The first section provides a definitional focus for examining the educational reform movement. Section 2 contains a summary of 11 commission findings and recommendations. The effects of reform recommendations upon practices in public schools are reviewed in the third section. In the final section, strategies for implementing recommendations, including an expansion and updating of cooperative vocational programs, are proposed. (KC)

ED 269 609 CE 044 415

Hines, Donna
Basic Skills for Word Processing. Competency Test Package. Office Occupations. Instructor's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 46p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-421.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Business Correspondence; Business Skills; Clerical Occupations; *Competence; Competency Based Education; Evaluation Criteria; Learning Modules; Office Occupations Education; *Office Practice; Postsecondary Education; Secondary Education; Skill Development; Special Education; Student Evaluation; *Test Items; Vocational Education; *Word Processing

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests on word processing cover job tickets, memorandums, reports, and stationery masters. (This competency test package can be coordinated with a slide/tape module.) (KC)

ED 269 694 CG 019 080

Tracey, Terence J.
Time-Limited Psychotherapy: An Interactional Stage Model.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict; *Conflict Resolution; *Counseling Effectiveness; Counselor Client Relationship; *Counselor Role; Higher Education; *Interpersonal Communication; *Psychotherapy;

Rapport; *Time Management

One model of successful time-limited psychotherapy characterizes the therapy as a movement through three interactional stages: the early rapport attainment stage, the middle conflict stage, and the final resolution stage. According to this model, these stages are indicated by the relative presence of communicational harmony. To examine the validity of this model, a study was conducted in which therapist topic determination, defined as the proportion of therapist topic initiation responses that were subsequently followed by the client, was used to represent the degree of communicational harmony. It was hypothesized that successful time-limited therapy dyads would demonstrate a high-low-high sequence of therapist topic determination over the course of treatment while unsuccessful dyads would not. The degree of topic determination over the course of treatment was examined using a replicated N of 1 design for six time-limited psychotherapy dyads, one successful and one unsuccessful dyad from each of the three therapists at a university counseling center. The results indicated that each successful dyad evidenced the general high-low-high pattern of therapist topic determination, but also that there was a fair degree of variation among dyads with respect to the abruptness and speed of moving through the stages. None of the unsucessful dyads were found to have the hypothesized pattern of topic determination. Further research should examine whether this stage model would occur regardless of theoretical approach and whether the same pattern would hold for time-unlimited dyads. (Author/NB)

ED 269 824 CS 505 282

Perry, Linda A. M.
Middle Management Women: Changes in Attitude, Changes in Latitude.

PUB DATE- May 85
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Behavior Patterns; *Communication Research; Decision Making; *Employed Women; Females; Interpersonal Attraction; *Middle Management; Oral History; *Organizational Communication; Speech Communication; *Work Attitudes
IDENTIFIERS- Communicator Style

In a study designed to discover and describe the transmission of cultural meaning among women in middle management positions, oral histories of 10 middle management women were tape-recorded. The tapes were then transcribed and statements referring to the subjects' organizational enculturation were transferred onto approximately 500 sort cards. Through cue sorting, analysis of data resulted in 14 themes in 5 categories that concerned messages the subjects received from, sent to, or heard about (1) the organization, (2) superiors, (3) subordinates, (4) peers, and (5) themselves. Among other things, the analysis revealed that an attractive appearance was meaningful within organizations, that women used intuition to make many of their decisions within the organizational setting, and that metacomplementary communication strategies were used by the women to gain control of what goes on in their organizations. (The interview protocol and two pages of references are included.) (HOD)

ED 269 868 EA 018 466

Anderson, Lorin W.
Research on Teaching and Educational Effectiveness.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Apr 86
NOTE- 8p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; Educational Strategies; Elementary Secondary Education; Research Utilization; *Task Analysis; Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation; *Teacher Role; Teaching Methods; Teaching Skills; Teaching Styles

This report focuses on current attempts by researchers to examine teacher effectiveness through the "task hypothesis," which asserts that effective teachers accomplish a large and diverse set of tasks--or discrete, goal-oriented units of work--in their classroom. After an introductory critique of past efforts to assess teacher "traits" or "behaviors," the report defines task analysis, suggesting that it is better able to examine the appropriateness of teacher behavior in context than past attempts at categorizing and evaluating teacher behaviors or qualities. Eight major teacher tasks are then described, along with current research findings about their importance: (1) planning instruction; (2) assessing students; (3) clarifying behavioral rules and routines; (4) organizing the classroom; (5) creating a learning set; (6) teaching to objectives; (7) providing for student practice; and (8) maintaining student involvement in learning and disciplining inappropriate behavior. Finally, four examples are provided of school districts that are putting the research on effective teaching into practice. Selected references are included. (TE)

ED 269 896 EA 018 507

Kindergarten Programs and Practices in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 86
NOTE- 123p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21724; $32.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; Charts; *Early Childhood Education; Educational Assessment; Elementary Secondary Education; *Kindergarten; *Preschool Teachers; Questionnaires; *School Demography; *School Surveys; Tables (Data); Teacher Attitudes
IDENTIFIERS- Educational Research Service

This survey of American kindergarten programs and practices was conducted in April 1985 on a random sample of 2,965 schools nationwide. Survey instruments were mailed to one kindergarten teacher and to the principal in each of these schools, with a response rate of 36 percent for teachers (1,082) and 41 percent for principals (1,228). The teacher and principal instruments contained status questions concerning enrollment of school and school district, grades in school, number of teachers in school, region and community, and certification and educational requirements. In addition, survey items concerning age, sex, type of certification, and teaching experience were included in the teacher instrument in order to develop a profile of the typical kindergarten teacher. Both teachers and principals were asked questions about current programs and practices in their schools, and their opinions of the primary focus of the program, learning goals for kindergarten pupils, and the teaching of reading in kindergarten were also requested. Data are summarized in tables and charts for all respondents and for various subgroups based on kindergarten schedule (full day or half day), focus of program, community type, district enrollment, age of teachers, and region. The report is divided into the following sections: (1) demographics, (2) the kindergarten pupil, (3) schedule of day, (4) the kindergarten program, (5) kindergarten personnel, and (6) administrative concerns. A technical note and references are included. (TE)

ED 269 911   EC 182 395

Kerachsky, Stuart; And Others
The Impacts of Transitional Employment for Mentally Retarded Young Adults: Results from the STETS Demonstration.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 85
NOTE- 342p.; For a related document, see ED 261 506. Tables contain small print.
GRANT- DOL-33-36-75-01
AVAILABLE FROM- Manpower Demonstration Research Corporation, Office of Publications, Three Park Ave., New York, NY 10016 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Demonstration Programs; *Education Work Relationship; *Employment; Evaluation Methods; Individual Development; *Mental Retardation; Models; Program Effectiveness; Public Policy; Vocational Adjustment; Young Adults
IDENTIFIERS- *Structured Training Employment Transitional Serv

The report assesses the effectiveness of STETS, the Structured Training and Employment Transitional Services, a project to prepare mentally retarded young adults for competitive employment. An initial section provides an overview on transitional employment, including sections on public policy and transitional employment and related services. The STETS demonstration is described in terms of its model, underlying research issues, and the data collection process. Implementation of the model is the focus of chapter 3 which examines the sample selection process, the response rate to surveys, the quality of data, and the use of analytic methodologies (impact analyses and benefit-cost analyses). The succeeding six chapters document STETS impact on the following aspects: (1) employment, earnings, and other labor market outcomes; (2) training and schooling; (3) public transfer dependence; (4) economic status, independence, and life-style; (5) benefits and costs; and (6) participants' outputs. Among key findings are that STETS improved the postprogram employment prospects of mentally retarded young adults, that participants benefitted substantially from the program, and that STETS created intangible benefits by increasing available employment and social opportunities. Policy conclusions are noted regarding program potential to mitigate the independence and employment problems of mentally retarded young adults, program design and targeting, and program benefits and costs. Six pages of references, supplementary tables, survey design and implementation, and benefit-cost analysis methods and results are appended. (CL)

Harnage, William; Walters, Norma J.
Parliamentary Procedure Teachers' Guide.
Health Occupations Students of America. Florida Association.
PUB DATE- Jun 81
NOTE- 55p.; For a related document, see CE 044 386.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; *Leadership Training; *Parliamentary Procedures; Secondary Education; *Skill Development; *Student Organizations; Vocational Education
IDENTIFIERS- *Health Occupations Students of America

This guide was written to assist teachers in teaching parliamentary procedures to students in the health occupations education program. The guide emphasizes officer duties, order of business and correct use of parliamentary procedure. The following topics are covered in the guide: definition and history of parliamentary procedure, a brief biographical note on the originator, Henry M. Robert, rights of members, duties of members, duties of officers, treasurer's report, agenda, orders of the day, taking a vote, types of meetings, types of adjournments, relieving the station, most commonly used motions, nominations and elections of officers, and elections. Because the guide is designed for classroom use, it contains a student study guide for parliamentary procedure with key and a unit test with key. Appendixes to the document include order of business, parliamentary abilities, summary of motions, and special terminology. A bibliography and list of resources complete the guide. (KC)

ED 269 779 CS 209 735

Sipple, Jo-Ann M.
Planning, Proposing, Preparing, and Prototyping: The Four P's of Writing across the Curriculum. Programs That Last.
PUB DATE- Mar 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986). Charts may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; *Coordination; *Curriculum Development; Financial Support; Higher Education; Models; *Program Development; *Program Implementation; Writing Instruction

The anchor of successful writing-across-the-curriculum programs is an organized nucleus of features called the four Ps: planning, proposing, preparing, and prototyping. Planning requires organization and connections among the mechanisms of designing and implementing both program activities and evaluation designs. It should begin at least two years before the program begins and then continue throughout the life of the program. Planning also requires evaluation designs that are internal as well as external, formative as well as summative. Proposing, like planning, is recursive because, after the initial proposal is submitted to internal and external sources of funding, the institution finds itself proposing still more ways to extend, expand, or continue what was begun. Preparing requires orienting all people at the institution for the program before, during, and after implementation. The nature of the preparation for faculty is largely dependent on the project administration's ability to look to and beyond English faculty in making writing across the curriculum happen. The final cycle, prototyping, sets a program apart from others. It is what constitutes model programs and insures their long-term maintenance. There are representative prototypes of parts if not of whole programs that have influenced program development elsewhere. If any aspect of writing across the curriculum is replicable, the value of such a program has far-reaching effects beyond the interest of its home institution. (HOD)

ED 269 839 EA 018 320

Guild, Pat Burke; Garger, Stephen
Marching to Different Drummers.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-133-X
PUB DATE- 85
NOTE- 118p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock No. 611-85410, $7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Administrator Characteristics; *Cognitive Style; Elementary Secondary Education; *Individual Differences; Leadership Styles; *Psychological Characteristics; Student Characteristics; Teacher Characteristics; Teaching Styles

The individual differences that are labeled as learning styles, teaching styles, leadership styles, and psychological types are clustered together in this book in order to explore the importance of style in education. The book is divided into three parts. The first part defines style and provides some background concerning research on style. The second part describes six different applications of concepts of styles by major researchers. An application example is provided for each of the research models covered. The final section presents a way to organize thinking about styles, raises additional issues, and discusses implementation and staff development. The reader is encouraged to explore the book using his or her own style--the book attempts to address the differenct ways in which style can be understood by providing personal examples, research findings, practical applications, and philosophical implications. An annotated bibliography of works on style and the analysis of style is included along with a longer list of references. (PGD)

ED 269 652 CG 019 037

Bessette, Janelle M.; And Others
Gender Differences in the Response to Injustice.

PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Emotional Response; Intermediate Grades; Justice; Meta Analysis; *Preadolescents; Responsibility; *Sex Differences; *Social Discrimination

There has been virtually no investigation of the differences between male and female responses to unjust conditions. This study is a meta-analysis of those studies investigating the conditions under which individuals will assume responsibility for lower outcomes under unjust discriminatory practices. Three conditions were investigated which included varying levels of social support, differences in perceived self-competence, and differences in perceived efficacy. Subjects (N=324) were fifth and sixth grade girls and boys who volunteered to do a special project on secret codes. Subjects worked on different decoding methods which constituted advantage and disadvantage manipulations. Little evidence was found that females were more likely than males to deny the injustice of a discriminatory procedure. Disadvantaged males and females were equally likely to deny their victimization under conditions of no support and feelings of low self-competence. Under conditions of social support and competence, advantaged males and females were equally likely to protest or not protest on behalf of the victims. (ABL)

ED 269 666 CG 019 051

Englander, Meryl E.
Truancy/Self-Esteem.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Some pages have faint print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Attendance Patterns; High Schools; *High School Students; *Self Esteem; *Student Attitudes; *Student Behavior; *Truancy

Absenteeism is expensive in terms of academic achievement, economic loss to school districts, and teacher efficiency. Most importantly, however, truancy is expensive because it is a lost opportunity to rehabilitate a large number of distressed youngsters. A number of studies have demonstrated that schools are not equipped in either organization or effective strategies to work with alienated students. Others have suggested that schools need to develop a system for monitoring and treating truancy. Several generic discipline strategies are available for managing undesired behavior. This study offers a basis for rehabilitating individual truants with a diagnosis-treatment paradigm. The Indiana Student Scale, a self-esteem scale, was generated from semistructured interviews with 55 truant and nontruant students. The scale was then administered to 52 truants and 54 nontruants in three high schools. Statistically significant differences were found between the two groups with respect to self-esteem as well as on each of five subscale dimensions (power, competence, affiliation, physical appearance, virtue). The results suggest that students who are truant have significantly lower overall feelings of self-worth than do nontruants. The next step is to develop explicit treatment programs for rehabilitating the self-esteem of these truant students. A bibliography of three pages is included. (Author/NB)

Matthews, Doris B.; Quinn, Jimmy L.
A Study of Repeated Wrist Temperature of Sixth, Seventh, and Eighth Graders.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
GRANT- S.C.-X-206-04-84
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anxiety; Arousal Patterns; Intermediate Grades; Junior High Schools; *Preadolescents; *Research Needs; *Research Problems; Stress Variables; *Temperature
IDENTIFIERS- *Wrist Temperature

While evidence exists that a person's peripheral temperature responds to his state of arousal or stress, it also responds to other environmental factors. Wrist temperature has been found to vary with ambient temperature, and to increase during the school day. Before wrist temperature can be established as a valid measure of anxiety, stress, or arousal, extraneous variables must be identified and their effects minimized. To address this issue, a study was conducted which examined the effect on wrist temperature of ambient temperature, outside air temperature, time of the school day, and grade level differences among students. On 9 days from November to February, 19 sixth graders, 17 seventh graders, and 18 eighth graders strapped on Bio-Temp wrist bands used to measure their wrist temperatures. Readings were taken at 8:40, 8:50, 9:00, 11:30, and 2:40 during the school day. Careful measurements were also made of ambient and outside temperatures. Analysis of data revealed a systematic increasing trend for mean wrist temperature from the earliest reading to the latest for every grade level. The mean wrist temperatures for all students were "corrected" for the point in the circadian thermal cycle, for shared variation with ambient temperatures, and for the warming of the wrist when coming into the classroom from the outside. A model for explaining wrist temperatures was developed. (NB)

ED 269 708 CG 019 095

Deakin, Spencer F.; Blank, Jeff
Understanding Work Values and Vocational Interests.
PUB DATE- 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *College Students; Decision Making; Higher Education; Individual Differences; *Majors (Students); *Personality Traits; *Values
IDENTIFIERS- Holland (John L); *Holland Vocational Preference Inventory

While the relationship between values and Holland personality types has been suggested, it has not been clearly established. A study was conducted to explore this relationship in a sample of 250 college freshmen and seniors. Subjects were classified by both Holland's Vocational Preference Inventory (VPI) and by college major. Subjects also completed Super's Work Values Inventory and a Personal Data Form. The value data for both VPI types and majors were analyzed by separate stepwise discriminant analysis procedures. Two significant canonical discriminant functions occurred for work values by type. The direction and ordination on function 1 indicated that the Artistic type valued Esthetics highly, while placing little importance on Security and Supervisory Relations. Function 2, which included Altruism and Achievement, showed the greatest separation between the Social type and the other types. Three significant canonical discriminant functions occurred for work values by major. Function 1 showed that Artistic majors highly valued Esthetics, Creativity, Independence, and Surroundings. Function 2 showed Social majors placing high importance on Altruism as compared to the other groups. Function 3 indicated an emphasis on Economic Return, Management, and Security for the Enterprising majors of business administration and political science. These findings are consistent with Holland's description of various types and they support the belief that values contribute to differences among the personality types. This research suggests the importance of integrating value assessment in selecting college majors and in career decision-making. (NB)

ED 269 722 CS 008 399

Mavrogenes, Nancy A.
William S. Gray and the Dick and Jane Readers.
PUB DATE- 85
NOTE- 33p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Basal Reading; Cultural Influences; *Educational History; *Elementary Education; Instructional Materials; Phonics; *Reading Instruction; *Reading Materials; Sex Bias; Stereotypes; Teaching Methods; Textbook Content; Vocabulary Development; Word Recognition
IDENTIFIERS- *Dick and Jane Readers; *Gray (William S); Scott Foresman Company

William S. Gray, Professor of Education and Dean of the College of Education at the University of Chicago, began work in 1929 on a major revision of the "Elson Readers," a popular basal series published by Scott, Foresman and Company. Organized around the daily life of two ordinary children, the "Dick and Jane" readers ultimately became the most widely used reading books in the country. Beginning in the 1940s, however, education critics claimed that the books contained stereotyped characters, and were sexist and racist. Although the books merely reflected the social aspirations of the time, Gray admitted that the upper-class, suburban setting was irrelevant to the lives of increasing numbers of children, and that this might be a factor in the poor reading progress of black and lower-class children. The controlled vocabulary and phonics method in the readers were also criticized, but these techniques were grounded in research, and Gray believed that phonics was an aid (not an end) to word recognition. If the offensive qualities of the Dick and Jane readers are seen in context--in terms of the entirety of Gray's work, in comparison with what preceded, in the contemporary society, and in educational knowledge--and not judged in terms of later standards and according to an adult point of view, the complaints are less supportable. Guided by his goal of producing basals readable by children and suitable for teaching them to read, Gray produced a series of books which, more than any other series, incorporated recent developments in reading, introduced new stories using established juvenile authors and noted artists, and correlated content area reading with basal reading by means of interesting stories relating to children's own lives. Seven pages of references, including articles, letters, and readers by William Gray are appended. (HTH)

ED 269 750 CS 008 454

Orasanu, Judith, Ed.
Reading Comprehension: From Research to Practice.
REPORT NO.- ISBN-0-89859-528-2
PUB DATE- 86
NOTE- 385p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., 365 Broadway,

Hillsdale, NJ 07642 ($24.95 cloth; $14.95 paperback-ISBN-0-89859-798-6).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; Content Area Reading; Elementary Secondary Education; Language Acquisition; Literacy; Metacognition; Prior Learning; *Reading Comprehension; *Reading Processes; Reading Programs; *Reading Research; Schemata (Cognition); Study Skills
IDENTIFIERS- National Institute of Education

In response to recommendations by a National Institute of Education (NIE) planning group to the effect that NIE should support efforts to understand the cognitive processes involved in acquiring basic reading skills and in comprehending linguistic messages, this book summarizes what has been learned about reading comprehension in the decade since the NIE recommendations. Following an introduction by Judith Orasanu and Monte Penney discussing the development of comprehension theory, the titles of the essays and their authors are as follows: (1) "Cognitive Processes in Reading" (Patricia A. Carpenter and Marcel Adam Just); (2) "What They Don't Know Will Hurt Them: The Role of Prior Knowledge in Comprehension" (Paul T. Wilson and Richard C. Anderson); (3) "The Role of Metacognition in Reading and Studying" (Ann L. Brown, Bonnie Armbruster, and Linda Baker); (4) "Changing Linguistic Perspectives on Literacy" (Roger W. Shuy); (5) "Skilled Reading and Language Development: Some Key Issues" (William S. Hall, Thomas G. White, and Larry Guthrie); (6) "Instructional Research in Reading: A Retrospective" (Isabel L. Beck and Margaret G. McKeown); "Recent Theory and Research into the Reading Process: Implications for Reading Assessment" (Roger Farr, Robert Carey, and Bruce Tone); (8) "Readable Textbooks, or, Selecting a Textbook Is Not Like Buying a Pair of Shoes" (Thomas H. Anderson and Bonnie Armbruster); (9) "Reading and Writing: How Are the First Two 'R's' Related?" (Andee Rubin and Jane Hansen); (10) "Teaching Reading and Writing with Personal Computers" (Allan Collins); (11) "Computer Technology and Reading Instruction: Perspectives and Directions" (Judith A. Langer); (12) "Literacy in the Secondary School" (Gladys P. Knott); (13) "STAR: Teaching Reading and Writing" (M. Trika Smith-Burke and Lenore H. Ringler); (14) "Development and Implementation of the KEEP Reading Program" (Kathryn Hu-pei Au, Doris C. Crowell, Cathie Jordan, Kim C.M. Sloat, Gisela E. Speidel, Thomas W. Klein, and Roland G. Tharp); (15) "The Step Up Language Arts Program: A Study of Effective Change" (Gloria M. McDonell); (16) "Rethinking Reading and Listening in a Large Public School System" R. T. Schuder); (17) "Collaboration for School Improvement: A Case Study of a School District and a College" (Donna Ogle); (18) "Content Reading in Secondary Schools" (Carol Minnick Santa); and (19) "Effective Literacy Training Programs for Adults in Business and Municipal

Employment" (Larry Mikulecky). (HTH)

ED 269 765 CS 209 678

Crenshaw, Shirley R.

A Semiotic Look at Kindergarten Writing.

PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; Classroom Environment; Classroom Observation Techniques; Developmental Stages; Kindergarten Children; Parent Attitudes; Primary Education; *Semiotics; Social Influences; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; *Writing Processes; *Writing Research; *Writing Skills

This study was designed to describe the signs that influence the literacy learning activities of kindergarten children as expressed in their writing performances and processes. A naturalistic inquiry was made of 24 kindergarten children to determine (1) observable differences in children's writing performances according to developmental progressions, sex, and free choice topics; (2) contextual signs that are available and used by the children in the process of producing written communication; and (3) the way children, their parents, and the teacher interpret writing as it relates to form, function, and process. Classroom observations, audio recordings of events, surveys, photographs, and interviews were combined with the children's writing samples to determine the application of semiotic analysis. The data revealed different writing progressions ranging from random scribbles to conventional spellings. The study of the social context indicated that peer involvement was the major influence on individual writing performances, with other factors including the teacher's instructional stance, the classroom arrangement, the schedule, and the available materials. The children, their parents, and the teacher responded to different criteria for rating written expression, but all respondents perceived writing to be necessary for learning. (Author/HOD)

ED 269 794 CS 209 773

So, Clement Y. K.
Core Communication Journals: Character Profiles, Citation Networks, and Research Performance.
PUB DATE- Aug 86
NOTE- 51p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citation Indexes; *Citations (References); *Communication Research; *Content Analysis; Educational Change; Educational Trends; Interpersonal Relationship; Journalism; *Mass Media; *Scholarly Journals; *Speech Communication
IDENTIFIERS- *Journal Citation Reports; Social Sciences Citation Index

To examine the change in the communication literature in the past five years, a content analysis was made of the 1985 edition of the Social Sciences Citation Index's Journal Citation Reports, which reports the 1984 survey of more than 3,000 journals and provides answers to the following types of questions: How often has a particular journal been cited and by which journals? What journals does a particular journal cite and how often? Is it the older or the new material that is being cited? and so forth. The analysis identified 10 core communication journals that cluster into 2 groups: interpersonal-oriented and mass communication-oriented. "Human Communication Research" was the most frequently cited journal in communication, while "Public Opinion Quarterly" had the most influence outside the field. At the field level, education, language/linguistics, and psychology clustered together while sociology, business, and economics constituted another group. Although communication was related to both groups, it was more psychologically oriented, probably as a result of its dominance in the literature. (Tables of data are included, and a list of journals selected to form "Macro Journals" for various social science fields is appended.) (HOD)

ED 269 854 EA 018 392

Thorlacius, J. M.

Curriculum Implementation, Classroom Change and Professional Development: The Challenge for Supervision. A Response.

PUB DATE- Jun 84
NOTE- 16p.; Paper presented at a symposium on supervision at the Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, Canada, June 1984). For other symposium papers, see EA 018 391-394.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Interprofessional Relationship; Supervisory Methods; *Supervisory Training; Teacher Improvement; *Teacher Supervision
IDENTIFIERS- Canada; *Clinical Supervision; *Supervisor Supervisee Relationship

The concept of clinical supervision has for several years incorporated ideas about supervisory techniques that have recently received growing support from research on the implementation of innovations by teachers. Among these ideas are that supervision should be focused on teacher behaviors, that analysis of patterns of teacher behavior can help teachers understand their own practices, and that the supervisor-teacher relationship should be collegial and aimed at enhancing teacher autonomy. Different versions of clinical supervision recommend variations on a cycle of supervision that in all cases contains several key stages: the preobservation conference, observation of instruction, analysis of the observation, planning of the conference sequence, the conference, and postconference analysis and planning. A study of the interactions of 35 supervisor-supervisee pairs before and after the supervisors received training in the clinical supervision techniques revealed that training could make significant positive differences in the effectiveness of supervisory efforts. The study results and methodology are reviewed briefly in this document following a broader discussion of clinical supervision generally. (PGD)

ED 269 883 EA 018 486

Reed, Donald B.
School Specialists: Their Work and the Organizational Factors Which Condition Their Work.
PUB DATE- Apr 86
NOTE- 77p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Relationship; Organizational Communication; Organizational Theories; *Performance Factors; Power Structure; Qualitative Research; Remedial Instruction; *School Organization; School Personnel; *Specialists; Work Environment
IDENTIFIERS- California

Of the three organizational variables that can be understood to influence the work of school specialists, only organizational structure appears to be under the control of school officials. This conclusion was reached by researchers following a year-long study involving close observation of nine carefully selected school specialists from California school districts, interviews with principals and teachers with whom the specialists worked, and examination of documents. To be selected, specialists had to work collaboratively with regular classroom teachers, share pupils with the teachers, help select the pupils to be provided services, and be involved in remedial rather than enrichment programs. The work of these specialists and the organizational contexts in which the work was performed were compared by linking the patterns and variations in the subjects' working conditions to organizational factors within the organizational contexts concerned. The study indicated that officials have little control over organizational goals and organizational technology, but that within the area of organizational structure they could exercise control over lines of authority, lines of communication, and lines of responsibility, all of which affected specialists' working abilities. The bulk of this report provided specific illustrations of the impact of organizational factors on the subjects' working patterns. Three pages of references concludes this document. (PGD)

ED 269 927 EC 182 711

Tenth Anniversary of Education for All Handicapped Children Act (P.L. 94-142). Hearing before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session on Oversight on the Acccomplishments of 10 Years of Educational Equity for Handicapped Children under Public Law 94-142.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-392
PUB DATE- 29 Oct 85
NOTE- 152p.; Parts of the document have small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Equal Education; *Federal Legislation; *Program Implementation; *Public Policy
IDENTIFIERS- *Education for All Handicapped Children Act

Statements from Senators Thurmond, Kerry, Kennedy and Stafford and former Senator Brademas describe the background and consider the effects of the Education for All Handicapped Children Act (P.L. 94-142). Parents of children with mental retardation, multiple disabilities, and students with orthopedic disabilities recount progress as a result of P.L. 94-142. Statements from a school administrator, high school special education teacher, and resource teachers are also included. A paper on the development, implementation, and current issues in P.L. 94-142 provided by the Congressional Research Service is appended. (CL)

ED 269 944 EC 182 730

Cunningham, Pat; Gose, Joan
Telecommunications: A New Horizon for the Handicapped.
PUB DATE- 19 Mar 86
NOTE- 15p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Aids (for Disabled); Computers; *Electronic Mail; High Schools; *Information Networks; *Physical Disabilities; Program Development; Program Implementation; *Telecommunications

The paper describes a computer bulletin board program operated by physically handicapped high school students. Through the bulletin board system, resource people have been contacted, students' written communication and interpersonal relationships have been strengthened, and professional contact has been strengthened. Administrative implications for utilizing such a technology in a school setting include inservice needs and funding sources. Solutions to such problems as frustrating software programs, prohibitive expenses in equipment and adaptive peripherals, and slow response time by students are offered. (CL)

Graphics--Science. Haywood County's Vocational-Math-Science
Curriculum Alignment Project.
Haywood County Consolidated Schools, Waynesville, N.C.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction,
Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 51p.; For other guides in this series, see CE 043 781-791.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Check Lists; Chemical Reactions; Chemistry; Color; Competency Based Education; Coordination; *Course Content; Equipment Utilization; *Fused Curriculum; *Graphic Arts; Hazardous Materials; Learning Activities; Light; Photographic Equipment; Photography; Printing; Program Content; Relevance (Education); Safety; Science Curriculum; *Science Education; Secondary Education; Secondary School Science; Statewide Planning; *Vocational Education
IDENTIFIERS- *North Carolina

This guide is intended to assist vocational educators teaching a course in graphics to relate the skills addressed in science courses to a particular vocational education course. The guide consists of a curriculum alignment chart that cross-references vocational performance indicators to science skills/competencies. The science competency indicators presented for each vocational education performance indicator are broken down according to science course and grade level. Selected teacher helps in the form of student exercises are provided for some of the performance indicators listed in the curriculum alignment chart, and student behavior checklists are provided for others. Reference materials are also listed where appropriate. (MN)

ED 269 581 CE 044 368

Schmidt, Linda J.
Improving Instruction for the Student Deficient in Basic Skills.
North Iowa Area Community Coll., Mason City.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Adult Education.
PUB DATE- 30 Jun 86
NOTE- 214p.; Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Students; *Basic Skills; College Students; Community Colleges; *Developmental Studies Programs; *Inservice Teacher Education; Program Implementation; *Program Improvement; Public Relations; *Skill Development; *Staff Development; Two Year Colleges; Workshops
IDENTIFIERS- 310 Project

A 310 Project was conducted at North Iowa Community College to improve basic skills instruction for adult college students. The project involved these goals and objectives: (1) staff development for instructors of the basic skills curricula; (2) generating enthusiasm for basic skills instruction in the underprepared student; (3) assessment of student progress through staff development activities; (4) enhanced public relations for the program; and (5) effective administration of the basic skills program based on training of staff and use of resources. To meet these goals, various activities were carried out from July 1985 to June 1986. For example, student progress was assessed in relationship to staff development training, a public relations plan was developed, and a staff development program was implemented through workshops for teachers. Efforts were evaluated and results were disseminated both in the college and in the community. (This

report contains a step-by-step explanation of the process of the project to improve basic skills through staff development. About half of the document consists of a basic skills curriculum and handouts from the inservice staff development activities.) (KC)

ED 269 596 CE 044 389

Leton, Donald A.
Resource Sharing and Public Education. Project Evaluation Report.
Hawaii Univ., Honolulu.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- 1 Jun 86
NOTE- 83p.; Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Career Counseling; Career Education; *Career Exploration; Communication (Thought Transfer); Community Colleges; Developmental Studies Programs; Followup Studies; High Schools; Information Dissemination; Institutional Cooperation; *Program Effectiveness; Program Evaluation; *Remedial Programs; *Shared Resources and Services; Student Alienation; *Student Placement; Two Year Colleges; Vocational Education
IDENTIFIERS- Alternate Learning Centers

Two exemplary projects developed to maximize student options through the sharing of facilities, programs, and options were evaluated. The Remedial-Developmental Program developed a communications network between McKinley and Roosevelt High Schools and Kapiolani Community College to share student information and use it for individual student followup. An Articulated School Alienation Program integrated the existing Hawaii Department of Education Special Motivation counseling services and appropriate academic courses at McKinley and Roosevelt High Schools with the vocational training program at the Employment Training Office in order to promote vocational exploration placements for alienated students. Analyses of scores of the Stanford TASK (Tests of Academic Skills and Knowledge) and Community College Placement Tests for Roosevelt and McKinley students did not confirm or disconfirm the need for remedial courses at the community college level. An evaluation of the Articulated School Alienation Program indicated that students received vocational exploration experiences in the Employment Training Facilities and practical career exploration experiences in community settings. The integration of career relevant skills (such as arithmetic skills) in the courses received favorable evaluation. All objectives of both projects were met or partially met. (Appendixes, amounting to approximately two-thirds of the report, include scattergrams of test results, correspondence, and evaluation instruments.) (YLB)

ED 269 623 CE 044 444

Molek, Carol

Establishment and Development of a Mifflin County GED Alumni Association. Final Report.

Tuscarora Intermediate Unit #11, McVeytown, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 27 Jun 86
NOTE- 101p.; Some figures contain small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Programs; *Alumni; *Alumni Associations; Alumni Education; Educational Needs; Graduate Surveys; *High School Equivalency Programs; Individual Needs; *Program Development; Program Implementation
IDENTIFIERS- *Pennsylvania (Mifflin County)

Because General Educational Development (GED) graduates in Mifflin County, Pennsylvania, were in need of an association to encourage their further educational development and enhance their newly established feelings of self-worth, an alumni association was formed. Within this peer group, alumni vented frustrations, obtained special training, learned job search skills, worked with career counselors, organized social activities, and further promoted GED activities and stature in the community. The target audience was the graduates of GED programs in the county. Activities to establish the organization included recruitment and public relations. Activities conducted by the group included an alumna speaker, creation of a logo and a pamphlet describing the group, questionnaires, meetings, newsletters, writing workshop, graduations, job search helps, kid connections, a mid-winter conference, promotion of adult education legislation, and dropout prevention efforts. After the 10-month project, the group was firmly established and was prepared to function autonomously in the future. (KC)

ED 269 637 CE 044 485

JTPA Youth Employment Competency System: A Model. Revised.
Kansas State Dept. of Human Resources, Topeka.
PUB DATE- Jul 85
NOTE- 52p.; Prepared by Kansas Task Force on Youth Competency.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Check Lists; Competence; Educational Legislation; Evaluation Criteria; Federal Legislation; *Job Performance; Job Search Methods; *Job Skills; *Job Training; Learning Activities; Models; *Personnel Evaluation; Postsecondary Education; *Statewide Planning; Student Evaluation; Vocational Adjustment
IDENTIFIERS- *Job Training Partnership Act 1982; *Kansas

This report describes a youth competency model that was developed to help trainers involved in Job Training Partnership Act (JTPA) programs in Kansas to evaluate program participants' competency in four major areas: pre-employment, work maturity, basic education, and job-specific skills. Discussed in the first section, which provides background on youth employment competencies, are the four competency areas, the workings of a youth competency system, the foundation for such a system in the JTPA and regulations, advantages and disadvantages of such a system, roles and responsibilities of program practitioners, and steps in establishing a youth competency system. The second half of the report describes the model's provisions for documentation and certification/credentialing and includes a section on assessing youth competency in each of the four competency areas. Included in each of the individual sections are a basic description of the competency area; a method for preassessment; appropriate program activities; competency measures; criteria for attainment of the given competency area; and worksheets, assessment forms, and examples. (MN)

ED 269 736 CS 008 436

Gustafson, David J.; Pederson, Joyce E.
SQ3R: Surveying and Questioning the Relevant, Recent (and Not So Recent) Research.
PUB DATE- Oct 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (6th, Milwaukee, WI, October 17-19, 1985). This paper is an update of ED 259 322.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Literature Reviews; *Reading Comprehension; *Reading Research; Reading Strategies; Research Methodology; *Research Needs; *Research Problems; *Study Skills
IDENTIFIERS- *SQ3R Study Formula

Examining SQ3R research from 1953-1984, this paper provides an update of an earlier review of the literature that was taken from the ERIC database, "Psych Abstracts," and "Dissertation Abstracts." The paper divides the studies by educational level: elementary, junior and senior high school, and college/university. It presents observations based on the studies examined, including the following: (1) although training in the use of the SQ3R strategy seemed to positively affect learner outcomes, descriptions of the training included in most studies were sketchy to the point of being nonreplicable; (2) most of the studies were conducted with college students and only a few have dealt with elementary or junior and senior high school students; and (3) the typical study presented a variety of research techniques. The paper concludes by noting that the public might be served better if SQ3R and selected other techniques were studied in depth rather than having researchers indiscriminantly developing new techniques to compare with SQ3R. A four-page list of references concludes the document. (HOD)

ED 269 809 CS 209 847

Holbrook, Hilary Taylor
Humanities in the English Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; *English Instruction; *Humanities; *Humanities Instruction; Interdisciplinary Approach; Secondary Education; *Teaching Methods; Thematic Approach

Intended for administrators and policy makers, as well as teachers, this digest examines the current state of humanities instruction and the evolving place of humanities in the high school English classroom. The digest first explores differing definitions of the humanities, and discusses reasons for the decline in emphasis on humanities instruction in public education. It then explores the role of the humanities in the English classroom, and presents several ways in which multidisciplinary techniques are used to incorporate the humanities into English instruction. The digest also discusses ways in which a thematic approach can be used to explore the humanities in the English classroom. A brief list of references is included. (HTH)

ED 269 869 EA 018 469

Staff Development/Leadership Institute for Principals.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; Assessment Centers (Personnel); Elementary Secondary Education; Inservice Education; Internship Programs; *Leadership Training; *Management Development; *Principals; *Professional Development; Program Descriptions; Program Design; *State Programs
IDENTIFIERS- North Carolina; *North Carolina Leadership Institute for Principals

This report describes the origin, purposes, and operation of the North Carolina Leadership Institute for Principals. Initiated in July 1979 by the State Superintendent for Public Instruction and supported by state funds, the institute develops programs that blend theory into practice, concentrating mainly on the development of leadership, communication, and human relations skills among principals. After describing the institute's background, goals and organization, the report devotes a section to each of the programs developed by the institute: (1) state-wide seminars on topics of interest to principals; (2) a peer-training program entitled "Even Champions Have Coaches"; (3) a business-industry liaison program; (4) a short-term internship program; (5) staff development by television; (6) technical assistance; (7) monthly and bimonthly newsletters for principals and assistant principals (sample issues included); (8) a year-long internship for principals to serve as executive assistants in the institute; and (9) an assessment center to assist school systems in selecting a principal and to help candidates gain essential skills. The final section summarizes the lessons learned and the changes made during the years that the institute has been in operation. Sample survey instruments and other pertinent documents are included throughout the report.(TE)

ED 269 610 CE 044 416

Hines, Donna

Developing and Improving Written Communication: Grammar, Abbreviations, and Capitalization. Competency Test Package. Office Occupations. Instructor's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 84

NOTE- 53p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-421.

AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Abbreviations; Behavioral Objectives; *Business Correspondence; Business Skills; *Capitalization (Alphabetic); Clerical Occupations; *Competence; Competency Based Education; Evaluation Criteria; *Grammar; Learning Modules; Office Occupations Education; Office Practice; Postsecondary Education; Secondary Education; Skill Development; Special Education; Spelling; Student Evaluation; *Test Items; Vocational Education; Writing Instruction; Writing Skills

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover grammar, abbreviations, and capitalization as they are used in office communications such as memorandums, reports, letters, and letterhead stationery. (This competency test package can be coordinated with a slide/tape module.) (KC)

ED 269 695 CG 019 081

Hohn, Robert L.

Mainstreaming Handicapped Children and Its Effect on Teacher Adaptation to Stress.

PUB DATE- 26 Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Mainstreaming; *Normalization (Handicapped); *School Role; *Stress Management; Student Placement; *Teacher Attitudes; *Teacher Response

School policy which emphasizes the placement of handicapped children in the regular classroom has received acclaim both as a step toward equity and as an attempt to improve the academic learning and social adjustment of handicapped students. Although new teachers entering the system are better prepared than ever before to face the difficulties posed by handicapped students, their skills may be little valued by the old system. Most teachers presently employed have received little training in the competencies needed for effective mainstreaming. Consequently, both new and old educational personnel experience stress with regard to mainstreaming efforts. Three stages of adapting to stress (alarm, resistance, and exhaustion) and three classes of responses to stress (direct action, cognitive reappraisal, and anxiety) have been identified. The educational system can reduce the stress of mainstreaming by providing increased training, de-emphasizing procedural requirements, facilitating placement and re-placement decisions, and providing information to influence teacher expectations. Teachers themselves can reduce stress by knowing their own standards and limits, analyzing their view of the instrumental role, and establishing a teaching team. In summary, the process of adapting to the stress produced by mainstreaming can be facilitated by effective procedures within the educational system and by the teachers' cognitive reappraisal of their role, the students and their potential, and instructional procedures. (NB)

Putnam, Linda L.; VanHoeven, Shirley A.
Teacher Bargaining as a Cultural Rite of Conflict Reduction.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Collective Bargaining; *Communication Research; *Conflict Resolution; Cultural Influences; Decision Making; Group Behavior; Interpersonal Communication; Negotiation Agreements; Negotiation Impasses; *Teachers

A study tested a model of bargaining rite by examining procedural rituals, organized fantasies, and ritualistic language in teachers' negotiations. Specifically, it sought to identify the communicative forms that create shared consciousness, to describe shared fantasies, to illustrate the role of group fantasy in forming rhetorical visions, and to demonstrate how fantasy themes and ritualistic behaviors support the symbolic value of the bargaining rite. Two researchers observed approximately 40 hours of negotiation sessions between six members of an administrative team and six members of a teachers' team from a large, unionized, suburban school district. Four approaches of observation were used:

(1) observations and detailed field notes, (2) interviews, (3) survey questionnaires, and (4) document analysis. Analysis of the data provided interesting conclusions about the rhetorical vision of collective bargaining in the district. The negotiation deviated from the model being tested, in that the ritualistic behaviors in the negotiation did not parallel the model's view of bargaining as a rite of conflict reduction. Instead, the negotiations reinforced the current authority system and communicated that traditions are sacred. The results suggested that further research is needed to determine how and why fantasy themes and rhetorical visions evolve for bargaining participants. A three-page bibliography is included. (DF)

ED 269 840 EA 018 322

Anglin, Leo W., Ed.; Patton, William E., Ed.
Stating the Case: 6 Approaches to the Election of Community Councils.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 79
NOTE- 107p.; A product of the Midwest Teacher Corps Network.
CONTRACT- 300-7803-29
AVAILABLE FROM- Publication Sales, Midwest Teacher Corps Network, 201 Pattee Hall, 150 Pillsbury Drive, S.E., Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Collected Works - General (020)
DESCRIPTORS- Citizen Participation; *Citizens Councils; College School Cooperation; *Elections; Elementary Secondary Education; *Planning; Voting
IDENTIFIERS- Teacher Corps; United States (Midwest)

To help educators and community members design and conduct community council elections, this book describes six successful election projects conducted in midwestern communities in response to federal Teacher Corps regulations. The projects exhibit a variety of approaches and were conducted in varied settings with limited resources. The first chapter reviews the development of community councils, their role in formalizing community involvement in decision-making, and the federal regulations mandating the inclusion of elected community councils in Teacher Corps projects. Chapters 2 through 7 present case studies of six projects, all of which involved collaboration among local districts, nearby institutions of higher education, and local community representatives. The school districts and their cooperating institutions were Akron, Ohio, and Kent State University; Berlin, Wisconsin, and the University of Wisconsin at Oshkosh; Farmington, Michigan, and Oakland University; Lorain, Ohio, and Ashland College; South-Western City School District, Ohio, and Youngstown State University. The final chapter reviews the six projects to find and describe patterns and to establish the lessons learned. Constructive guidelines are proposed. Among the topics considered are the diversity of populations, planning needs, recruiting and nominating procedures, voting, selection of officers, publicity, and costs. (PGD)

ED 269 897 EA 018 508

Lawton, Stephen B.
Allocation of Property Taxes for Religious Schools in Canada.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Chicago, IL, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Catholic Schools; Court Litigation; Educational Finance; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Institutional Autonomy; *Parochial Schools; *Private School Aid; Property Taxes; School District Autonomy; *School Support; *School Taxes; State Church Separation
IDENTIFIERS- Alberta; *Canada; Newfoundland; Ontario; Quebec; Saskatchewan

Five of Canada's ten provinces--Newfoundland, Quebec, Ontario, Saskatchewan, and Alberta--maintain systems of publicly supported religious schools, variously referred to as denominational, dissentient, or separate schools. In each of these, funding is shared between the province and the local communities, with the latter depending, for the most part, on property taxes. This paper describes for each of the provinces in question the particular problems that arise in the process, examines the relationship between property tax arrangements and student access, and makes suggestions for change. The first section defines the two basic types of religious school system: denominational (operated by a specific denomination for its own members), and dissentient or separate (in which members of Protestant or Roman Catholic minorities withdraw from the public system to form their own school system). The second section describes arrangements for property taxation to support religious schools in each of the five provinces. Footnotes are included. (TE)

ED 269 912 EC 182 396

Chase, Mary Ann; And Others
Understanding Handicaps: A Program Designed to Sensitize Elementary Students toward People with Handicaps.
PUB DATE- 4 Nov 83
NOTE- 15p.; Paper presented at the Conference of the Massachusetts Federation Council for Exceptional Children (November 4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Curriculum Development; Deafness; *Disabilities; Elementary Education; Learning Activities; Learning Disabilities; Mental Retardation; Physical Disabilities; *Student Attitudes

The program described is designed to sensitize elementary students to the needs of persons with handicaps. The program includes six 45-minute teaching units presented to fourth and fifth graders by staff members who have daily contact with special needs students. Presentations include an introductory puppet show using almost life-sized replicas of children with handicaps to convey specific information about each handicap. The next three units address learning disabilities, physical handicaps, deafness, and mental retardation. Each section describes the sequence of activities and areas of emphases. Analysis of pre- and post-test attitude measures is summarized. The paper concludes with a discussion of the teacher's role in the program. (CL)

ED 269 945 EC 182 731

Gentry, Ruben; Jefferson, Celestine R.

OK, Not-So-OK Strategies for Teaching the Mildly Handicapped.

PUB DATE- 86
NOTE- 25p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Secondary Education; Evaluation Methods; *Mild Disabilities; Outcomes of Education; *Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods

The paper views teaching as an interaction between the teacher and students with the teacher having the responsibility of structuring the environment to assure student learning. Key findings from the study of teacher effectivness are noted, mildly handicapped students as learners are defined, and information on teaching strategies that have been found OK or not-so-OK in educating mildly handicapped children is considered. Also provided is a teaching effectiveness matrix for assessing the efficiency of instructional strategies. The matrix rates two variables: (1) amount of teacher effort required to implement the strategy and (2) amount of learning by students as a result of implementing the strategy. It is suggested that through careful study of teacher behaviors and implementation of the findings, learning among the mildly handicapped can be greatly enhanced. (Author/CL)

ED 269 653 CG 019 038

Rybicki, Daniel J.; Levitt, John

"To Sleep, Perchance to Dream": The Role of Sleep Disturbance in the Multidimensional Treatment of a Male Bulimic.

PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Anorexia and Bulimia Conference (New York, NY, November 16-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Counseling Effectiveness; Drug Use; *Eating Habits; Family Counseling; *Family Relationship;

Individual Counseling; *Males; *Psychological Patterns; Sleep; Young Adults
IDENTIFIERS- *Bulimia

Eating disorders within males are relatively uncommon, with estimates suggesting incidence rates of only five percent of the sample. This single-subject, reversal design case study examines the etiological variables of a 22-year-old male bulimic patient. Consultation for treatment was made by the patient's parents. Family assessment made in the home provided for observation of the patterns and dynamics of their interaction. It was apparent that marital and family distress contributed to the disorder. Additional evaluation included psychodiagnostic testing, functional analysis of the binge-purge symptoms, and nutritional assessment. Individual and family therapy were valuable in reducing the frequency and duration of binging and purging, yet a pattern of nocturnal binging remained recalcitrant to change. Assessment of sleeping patterns and daytime substance use revealed a sleep onset and sleep maintenance disturbance. Innovative nutritional treatments were employed, including use of amino acids, vitamins, and herbal supplements. Relaxation training and behavior therapy were also utilized. This combined intervention produced complete remission of symptoms within one month. The family vacation gave opportunity to reverse the intervention when the patient failed to complete his nutritional regimen. The sleeping difficulty and night binging returned. Upon reinstitution of treatment, binges and sleep problems returned to base-line. The patient remained symptom-free at one-year follow-up, suggesting the value of the intervention and proper termination/withdrawal. (Author/ABL)

ED 269 681 CG 019 066

Waln, Ronald F.; Downey, Ronald G.
Voice Stress Analysis: Use of Telephone Recordings.
PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Interviews; Job Applicants; *Lying; Personnel Selection; *Polygraphs; *Stress Variables; *Tape Recordings; *Telephone Communications Systems
IDENTIFIERS- *Voice Stress Analysis

The ability to detect lying is an important skill. While the polygraph is the most common mechanical method used for lie detection, other electronic-based methods have also been developed. One such method, the analysis of voice stress patterns, is based on the assumption that lying is a stressful activity which reduces involuntary frequency modulations in the human voice. One variation of voice analysis involves recording interviews and then transmitting the recordings through the telephone to a second location where the voice is re-recorded, charted, and evaluated. Voice stress analyses were performed on 15 tape-recorded pre-employment interviews in both their original form and after they had been transmitted via telephone and re-recorded. Four expert voice stress examiners, blind to the telephone condition, reported less stress in the telephone charts than in the original charts. There was little relationship between the stress rating for the same charts in their original and telephone forms. Reliability estimates were low for both the original and telephone stress ratings. Summing over the stress ratings from individual questions and advanced training on the part of the examiners both appeared to improve the reliability estimates. The continued use of telephone recorded tapes as substitutes for the original tapes is highly questionable. In addition, these results suggest that voice analysis ratings, as they are currently used, do not show sufficient reliability to warrant their continued use as a selection procedure for employment. (NB)

ED 269 723 CS 008 403

Miller, Joan S.
Story Structure: A Missing Ingredient in Basal Reader Stories?
PUB DATE- 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Inferences; Junior High Schools; *Reading Comprehension; Reading Improvement; *Reading Research; Reading Strategies; Recall (Psychology); *Remedial Reading; *Story Grammar

Working on the assumption that story structure contributes to the reading comprehension of students, a study assessed the comprehension and recall of 12 seventh and eighth grade remedial reading students. Subjects read a basal story revised to conform to a familiar story grammar and the original, unrevised, basal story. The two original stories were published by the Houghton Mifflin Company in their 1979 basal reading series. The revised stories conformed to a story grammar that consists of two parts--the setting plus one or two episodes--and three types of intercategory connectives. After reading both stories, students answered five literal and five inferential questions for each story that reconstructed the story according to the categories of the story grammar. Results indicated that students comprehended the revised, well-structured stories better than the original, poorly structured basal stories. Findings were significant for both stories on the literal questions, but were significant for only one story on the inferential questions. (HOD)

ED 269 766 CS 209 679

Carlman, Nancy

Variations in the Writing Performance of Grade 12 Students: Differences by Mode and Topic.

PUB DATE- 85
NOTE- 21p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Evaluation Methods; Foreign Countries; Grade 12; High Schools; *Holistic Evaluation; *Performance Factors; *Scores; Testing Problems; Test Theory; *Writing Evaluation; *Writing Research; Written Language
IDENTIFIERS- Canada; *Discourse Modes; Primary Trait Scoring; Rhetorical Effectiveness; *Writing Topics

A study examined whether Canadian twelfth grade students' papers would rate differently when they were written in different modes and whether there are significant differences between global (modified holistic) scores and rhetorical effectiveness (modified primary trait) scores for the same papers. Fifty students wrote on two transactional topics and two expressive topics in counterbalanced order on four occasions in English classrooms. The papers were scored by six trained raters: three using a global scoring rubric, and three others using two rhetorical effectiveness scoring rubrics, one rubric for each mode. Analysis by "t" tests revealed significant differences between scoring methods and between modes; there were no significant differences between topics within each mode. Analysis by chi square for individuals showed no differential effects of scoring method. However, writing in different modes and on different topics within mode did produce different scores for individuals scored using rhetorical effectiveness scoring. The results suggest that although holistic-type and primary trait-type scoring methods are reliable because they produce significantly different scores on the same papers of groups of students, they should not be compared without qualification; and that writing tests for purposes such as achievement, admission, placement, or competency should require students to write on more than one topic to mitigate potential injustice to individuals. (Author/HOD)

ED 269 780 CS 209 737

Haswell, Richard H.
Change in Undergraduate and Post-Graduate Writing Performance: Quantified Findings.
PUB DATE- 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Cohesion (Written Composition); Comparative Analysis; Developmental Stages; Graduate Students; Higher Education; Longitudinal Studies; Measurement Techniques; *Skill Development; Syntax; Undergraduate Students; *Writing Improvement; *Writing Research; *Writing Skills

To determine whether the development of writing skills changes across college years, a study examined the writing of average-age college freshmen, sophomores, and beginning juniors. Writing samples were obtained during the first week of the first semester, last week of the first semester, first week of the third semester, and first week of the fifth semester. The method was cross-sectional, resulting in four independent sets of 32 essays each for comparison. A fifth group of essays was added for further comparison: those of older "competent" writers, post-graduates working in a variety of occupations. A total of 128 essays was analyzed using 107 measures in the following categories: overall quality, ideas, support, organization, diction, syntax, and mechanics. The most significant finding was that writing did seem to change during the first two years of college, in varied and substantial ways, toward what may be characterized as competent, more mature writing. (Tables of statistical data and a six-page bibliography are included.) (HOD)

ED 269 795 CS 209 774

Shoemaker, Pamela J.; And Others
Exploring Linkages between Community Ties to Place and Mass Media Use.
PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Mass Media; *Media Research; Newspapers; Radio; Serials; Television
IDENTIFIERS- *Community Ties; *Media Use

A study examined the relationship between an individual's community ties to place and the use of media. Data were collected from residents of Austin, Texas, by means of mail and telephone surveys. Among the variables examined were community ties (home ownership and length of time in community), political variables, demographics, and use of newspapers, magazines, television, and radio. The results indicated that length of residence, likelihood of future residence, and home ownership may not be causally viable predictors of mass media use, being confounded with other possible explanations of media use, particularly age and income. (HTH)

ED 269 855 EA 018 393

Twa, Jim

Teacher Associate Perceptions of the Effectiveness of the Clinical Supervision Workshop.

PUB DATE- Jun 84
NOTE- 26p.; Paper presented at a symposium on supervision at the Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, Canada, June 1984). For other symposium papers, see EA 018 391-394.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Higher Education; *Student Teacher Supervisors; *Supervisory Training; Teacher Attitudes; Teacher Supervision; Teacher Workshops
IDENTIFIERS- Canada; *Clinical Supervision

Since 1975, more than 400 teachers have successfully completed workshops at the University of Lethbridge (Canada) on the application of clinical supervision methods in the supervision of student teachers. Over 100 of these teachers, all of whom had supervised at least 3 student teachers, responded to a questionnaire requesting information on the effectiveness of the workshop material. The teachers overwhelmingly reported that the workshop was "valuable" or "extremely valuable." Their tendency to reply positively was unaffected by either the number of students they had supervised or the number of years that had passed since they had taken the workshop. The teachers tended to use the complete supervisory cycle taught in the workshop more frequently when dealing with advanced students, and very few had never used it. The teachers were more eager to work with student teachers after the workshop than before it, felt that their supervisory skills had improved from the "adequate to poor" range to the "better than adequate to excellent" range, and felt much more comfortable as supervisors following the workshop. A copy of the questionnaire is appended. (PGD)

Pavan, Barbara Nelson
Mentors and Mentoring Functions Perceived as Helpful to Certified Aspiring and Incumbent Female and Male Public School Administrators.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrators; Elementary Secondary Education; Employment Patterns; *Job Applicants; *Mentors; Principals; *Sex Differences; State Surveys; Superintendents
IDENTIFIERS- Pennsylvania

Women seeking or holding administrative positions in Pennsylvania schools reported having mentors as frequently as men, according to a statewide survey. A questionnaire was sent to 1,324 people holding administrative certificates and currently employed in public schools, and 622 responded. These were divided into 16 subgroups according to the position concerned (elementary principal, secondary principal, assistant superintendent, or superintendent), whether the respondent held the position or was seeking it, and the sex of the respondent. Among the topics addressed in the survey were mentors and mentoring functions. Respondents were asked to identify the sex and role of 3 mentors and to rate these mentors' helpfulness in 21 mentoring areas. Fewer job aspirants than incumbents reported having mentors. Males were mentors in 1,133 pairs and women in 252 pairs. Men served as mentors for women in 434 cases and women for men in 128. Mentors for superintendents were most frequently superintendents, and mentors for all other groups were most frequently principals. Psychosocial rather than career functions were deemed more helpful by both men and women. Since women, both incumbents and aspirants, reported mentoring support, it was difficult to reconcile this with the lack of women in school administrative positions. (PGD)

ED 269 928 EC 182 712

Employment Discrimination against Cancer Victims and the Handicapped. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session on H.R. 370 and H.R. 1294 to Amend Title VII of the Civil Rights Act of 1964.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 6 Jun 85
NOTE- 131p.; Serial No. 99-11. Some pages may not reproduce clearly due to small print and photographs.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Equal Opportunities (Jobs); *Federal Legislation; National Organizations; Organizations (Groups); Social Discrimination

The 1985 Congressional hearing focused on amending Title VII of the 1964 Civil Rights Act to outlaw discrimination against handicapped persons and employment discrimination against persons with a history of cancer. Statements are presented from agency officials, policy analysts, medical staff, attorneys, and public officials. In addition, prepared statements, letters, and supplemental materials are included from advocacy groups, representatives, police officers, and national organizations such as One Fourth/the Alliance for Cancer Patients and their Families, Candlelighters, American Cancer Society, and National Federation of the Blind. (CL)

ED 269 554 CE 042 764

Proceedings of the Annual Adult Education Research Conference (25th, Raleigh, North Carolina, April 5-7, 1984).

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

PUB DATE- 84
NOTE- 315p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Learning; Adult Literacy; Adult Programs; Competency Based Education; Continuing Education; *Educational Research; Foreign Countries; *Independent Study; Job Training; *Literacy Education; Nontraditional Education; Professional Continuing Education; *Program Development; Program Evaluation; Teacher Characteristics; Teaching Styles

These proceedings contain 50 papers. Selected brief titles include: "A Comparative Analysis of Costs and Perceived Effectiveness of Postgraduate Continuing Education for Mississippi Pharmacists" (Bellande); "A Conceptual and Empirical Perspective on Adult Education Program Planning Theory" (Boshier); "Self-Directed Adult Learning" (Brookfield); "Program Planning as Technology in Three Adult Education Units" (Burnham); "The Learning Contract as a Tool for Developing Readiness and Competencies in Self-Directed Learning" (Caffarella, Caffarella); "Analyzing the Short-Term and Long-Term Effectiveness of Continuing Professional Education" (Cervero); "Does Teaching Style Make a Difference in Adult Education?" (Conti); "A Longitudinal Ethnographic Study of Selected Developmentally Disabled Adults" (Ebert); "Achieving Career Continuity through Continuing Education--Experiences of a Thousand Canadian Women in a Non-Traditional Field" (Ellis); "Incidental Learning in the Intentional and Structured Learning Experiences of Adult Students" (Fodor); "The Meliorist Position as a Philosophic Base for Adult Education" (Godbey); "Workers' Education and the Labor College Movement" (Hellyer, Schied); "Assessment of Adult Learning Styles" (James); "Aims and Instructional Variables as Interactive Predictors of Adult Education Methods" (Little); "The Psychosocial Development of Adult High School Non-Completers" (Martin); "Epistemological Foundations" (Mezirow); "The Intrapersonal Role Conflicts of Adult Women Undergraduate Students" (Mikolaj); "The 'Mixed' College Classroom" (Mishler); "Planning Successful Continuing Education Programs" (Murk); "Neglected Themes in Adult Education Historical Research in Canada" (Omolewa); "Andragogical Assumptions" (Pratt); "Eduard C. Lindeman: Self-Directed Learner for the Eighties" (Rielly); "Liberalism and the Eclipsing of Conflict in the Framing of Adult Education" (Rockhill); "Participation in and Attitudes towards Adult Education in the Irish Republic" (Rogers); "A Study of Career Patterns, Professional Mobility, and Job Satisfaction Levels among Public School Adult Education Administrators in Indiana" (Roudebush, Fallon); "Examining the Learning Styles of Returning Adult Students" (Schmidt); "Functions of Research" (Schumacher); "The Early Adult Life Structure of Women Following Traditional Homemaker, Career-Committed, and Integrated Life Patterns" (Scott, Hickey); "Assuming Responsibility for Self-Directed Learning in Professional Practice" (Sexton-Hesse); "Evaluation in Adult Education" (Sork); "Intellectual and Experiential Origins of Paul Bergevin's 'A Philosophy for Adult Education'" (Stubblefield); "Growth and Renewal in Adult Education" (Takemoto); "Locus of Control and Course Completion of Adult Basic Education Literacy Program Participants" (Taylor); "Successful Self-Directed Learners' Learning Styles" (Theil); "The Admissions Decision Process of Students Accepted into Graduate Study in Adult Education" (Tyler, Carter); "Adults' Lifelong Issues" (Williams, Stockton); and "Instructional Behaviors Valued by Adult Continuing Education Students Related to Student Personality Type" (Zerges). (YLB)

ED 269 570 CE 043 828

Bayne, G. Keith

A Demographic Study of the Typical Post-Secondary Student in State Operated Vocational Technical Schools in Kentucky. Final Report.

Louisville Univ., Ky. Dept. of Occupational and Career Education.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

PUB DATE- 3 Jun 85

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Allied Health Occupations Education; Business Education; *Demography; Disabilities; Distributive Education; Educational Attainment; Educational Research; Employment Level; Home Economics; Individual Characteristics; Industrial Education; Office Occupations Education; *Postsecondary Education; *Profiles; Public Service Occupations; Questionnaires; *State Schools; State Surveys; *Student Characteristics; Technical Education; Vocational Education; *Vocational Schools; Work Experience

IDENTIFIERS- Kentucky

This report provides the results of a questionnaire survey of 830 postsecondary vocational-technical students attending state-operated schools in Kentucky. The objectives of the study were: (1) to provide demographic information needed to prepare profiles of typical students by program area; (2) to determine the relationships of economic status and students entry into vocational-technical programs; (3) to analyze standardized test scores of a stratified random sample of students. A discussion of objectives and methodology is followed by the results presented in both narrative and table form. These findings for the total sample are presented: age, number of dependents, education level, sex, race, work experience, marital status, family income, financial aid, program area in which enrolled, handicap types, employment status, time of day students attend school, General Aptitude Test Battery scores, and Test of Adult Basic Education scores. Profiles that include the above types of information are then provided for students in these program areas: health and personal service, business and office occupations, industrial and technical, home economics, distributive education, and public service. A total of 62 tables are included. (YLB)

ED 269 582 CE 044 370

Heenan, Edward W.

Finding, Getting, and Keeping a Job.

Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Career Education; *Employment Interviews; Job Applicants; *Job Application; *Job Search Methods; *Resumes (Personal); Work Attitudes; Young Adults; Youth

This booklet is intended to help young people entering the job market devise a plan and strategy for finding, getting, and keeping a job. Introductory materials include a letter (from an employer) to a young person looking for a job and the 10 commandments of job hunting. Other contents are a listing of sources for potential employers, a sample form for keeping records of contacts and followup on leads, guidelines for filling out an employment application form, a listing of major components on job application forms, and an application checklist. Extensive materials on resumes include information on the resume, resume writing techniques, a resume format, a listing of key resume words, a resume checklist, a sample resume, and tips on using a resume. The booklet also contains information on cover letters, a cover letter format, sample cover letter, information on the job interview, a form for researching employers, interview guidelines, sample thank you letter, an interview checklist, and informative material on job attitudes. A bibliography is provided. (YLB)

ED 269 624 CE 044 446

Bell, Raymond; And Others
The Nature and Prevalence of Learning Deficiencies among Adult Inmates.
Lehigh Univ., Bethlehem, Pa.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Jun 83
NOTE- 259p.
GRANT- 81-1J-CS-0014
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Blacks; *Demography; *Educationally Disadvantaged; Ethnic Groups; *Family Characteristics; Family Problems; Hispanic Americans; *Intelligence Quotient; *Learning Disabilities; Minority Groups; *Prisoners; Whites

In order to determine the nature and prevalence of learning deficiencies among adult inmates in U.S. correctional institutions, a sample of subjects was drawn from three institutions in each of the states of Louisiana, Pennsylvania, and Washington. One male maximum security, one male medium security, and one women's prison were selected in each of the three states. Subjects were administered an academic achievement test and an individual intelligence test. Those scoring at or below the fifth-grade level on one of the subtests were deemed to be "learning deficient" and administered a learning disabilities screening test. Subjects with a full-scale IQ of less than 75 were given an adaptive behavior checklist. Data were collected on demographic, family, educational, and criminal justice variables. Findings indicated that the average inmate left school after 10th grade but was performing more than 3 years below this level. At least 42 percent of inmates have some form of learning deficiency, and, of those, 82 percent had indications of specific learning disabilities, especially in the area of auditory and visual discrimination. A substantial number of those identified as learning deficient had been identified previously but little appears to have been done to intervene. It was further found that 70 percent came from unstable home environments and many indicated childhood problems including drug and alcohol abuse and delinquency. Half had no regular employment prior to incarceration. When the relationship between the variables was explored, the most consistent predictor of achievement and measured ability was the highest grade completed. When the analyses were done for the learning deficient versus non-learning deficient sample, ethnic group was the most consistent in explaining the variance. A number of policy recommendations were made as a result of the study. (Author/KC)

ED 269 638 CE 044 489

Welcome to the World of Computers. Part 1.
Education Service Center Region 20, San Antonio, Tex.
PUB DATE- 86
NOTE- 213p.; For part 2, see CE 044 490.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; Classroom Techniques; *Computer Literacy; Computer Software; History; Integrated Curriculum; *Learning Activities; *Microcomputers; Postsecondary Education; Pretests Posttests; Programing; Units of Study; Vocabulary
IDENTIFIERS- 310 Project

This manual was developed to help adult education teachers teach their students about computers as part of other courses in English, mathematics, social studies, or in a computer literacy course. Much of the manual has been written so that instruction can be given with or without the use of a computer. Although the manual is designed for use by the teacher, many of the activities and much of the information presented in it can be used directly by students. The manual contains nine sections. The first eight sections cover the following topics: history and development of computers; use of computers now and in the future; computer use and problems in society; computer-related careers; what a computer is; communicating instructions to a computer; how to use a computer; and computer words. Each of these sections contains information, vocabulary, student activities, and questions to answer. Materials are illustrated with line drawings. Many of the activities have specified reading levels (grades 1 through 8 or grades 9 through 12), and some have suggestions for types of subject matter in which the activities could be included. The final section contains two pretests and two posttests, one set for grade 8 and one set for grade 10 reading level. (KC)

ED 269 667 CG 019 052

Perry, Gloria R.

The Self Concept of Nurses in Relation to Autonomy, Advocacy, and Traditional Role Rejection.

PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advocacy; Degrees (Academic); *Females; *Nurses; Nursing Education; *Professional Autonomy; *Role Perception; *Self Concept
IDENTIFIERS- *Patients Rights

Although the terms autonomy and advocacy have proliferated in nursing literature and in nursing curricula over the past decade, the degree to which registered nurses claim these dimensions in their practices and in their thinking has remained unknown. A study was conducted to determine the relationship between nurses' self-concepts and their attitudes toward autonomy and client advocacy, and rejection of traditional role limitations associated with nursing. A random sample of 106 female registered nurses (RNs) completed the "Tennessee Self Concept Scale" (TSCS) and "Pankratz Nursing Questionnaire" (PNQ) and provided demographic data on basic nursing education, highest degree held, year RN received, years active in nursing, current employment status, position, and field or practice area in nursing. The results revealed that the nurse respondents scored high on all selected dimensions of the TSCS. There was a significant relationship revealed between self-concept and advocacy, and between self-concept and rejection of traditional role limitations. In addition, a significant positive correlation was found between autonomy and highest degree held, and other serendipitous findings were revealed between demographic data and the variables under investigation. (Author/NRB)

ED 269 709 CG 019 096

Inderbitzen, Heidi M.; Clark, Maxine L.
The Relationship between Adolescent Loneliness and Perceptions of Controllability and Stability.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (32nd, Orlando, FL, March 26-29, 1986). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Grade 9; High School Freshmen; High Schools; *Individual Power; Interpersonal Relationship; *Locus of Control; *Loneliness; *Sex Differences
IDENTIFIERS- *Stability (Personal)

Loneliness is thought to be a relatively common experience among adolescents. Although no studies have specifically examined the relationship between adolescent loneliness and attributional style, research has found that children's attributions do affect interpersonal behaviors. The relationship between adolescent loneliness and perceptions of controllabiltiy and stability was studied in 99 male and 73 female ninth grade students. The students were tested as a group within their English classes. The Revised UCLA Loneliness Scale was used to assess the students' levels of loneliness. The Adolescent Attribution Assessment Scale, designed for this study, was used to assess the students' attributional styles in terms of controllability and stability. Completion of these scales took approximately 75 minutes and required two class periods to finish. Data were analyzed by computing Pearson correlation coefficients. The results revealed a significant overall relationship between an individual's loneliness and his perceptions of controllabilty and stability with higher loneliness scores being related to perceptions of uncontrollability and stability. An important sex difference was also found. For males, loneliness was related to perceptions of uncontrollability but was not related to perceptions of stability. The data for females suggest a trend toward loneliness being related to perceptions of stability but not to perceptions of controllability. (NB)

ED 269 737   CS 008 437

Read, Charles; And Others
Why Short Subjects Are Harder to Find Than Long Ones. Technical Report No. 527. Revised.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Dec 79
NOTE- 60p.; A report from the Project on Studies in Language: Reading and Communication. Revision of ED 166 671.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Child Language; *Context Clues; Grade 2; *Language Acquisition; Language Processing; Primary Education; Reading Processes; *Reading Research; Reading Strategies; *Sentence Structure; *Syntax; *Word Recognition; Young Children

Children and adults participated in a series of experiments to examine certain cues to surface constituency that are salient to children in the recognition of syntactic structure. Cue recognition was studied through a set of experiments requiring seven-year-old children to repeat certain syntactic constituents. It was found that the children could identify subject and predicate phrases with great accuracy, but that their performance appeared to depend on prosodic cues, as indicated by their poorer success in identifying single pronoun subjects and subjects of sentences with misleading intonation contours. The experiments suggested that duration (phrase-final lengthening) was important in children's recognition of structure and that children might be more heavily dependent on prosodic signals of syntactic structure than adults. In addition, the experiments suggested that children's reliance on prosodic cues might relate to the difficulty many beginning readers have in comprehending what they read, even when they know the individual words in a written sentence, since prosodic cues are not systematically preserved in written language. (An appendix contains lists of sentences used in the experiments.) (Author/FL)

ED 269 751 CS 008 455

Mandler, Jean Matter
Stories, Scripts, and Scenes: Aspects of Schema Theory.

REPORT NO.- ISBN-0-89859-446-4
PUB DATE- 84
NOTE- 132p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers, 365 Broadway, Hillsdale, NJ 07642 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Cognitive Structures; *Learning Theories; *Schemata (Cognition)

An expansion of three lectures on schema theory given at the University of Alberta as part of the MacEachran Memorial Lecture Series, this book is intended for students and researchers interested in the schemata that organize knowledge of stories, events, and scenes, and to serve as an introduction to the elements of schema theory and the organization of common knowledge. The first section of the book discusses types of mental structure, including categorical, matrix, serial, schematic, and story structure. The second section deals with story schemata and processing, including the psychological reality and psychological validity of a story schema, and hierarchical structure and the "levels effect." The third section discusses the nature of scripts and scenes--including the structure of event and scene schemata, and script and scene structure and processing--and draws some conclusions regarding the shortfalls in knowledge about the schematic structure of scripts and scenes. (HTH)

ED 269 810 CS 209 865

Children's Books: A Bibliography with Grade Level Readability.
San Diego County Office of Education, CA.
PUB DATE- Sep 83
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Childrens Literature; Elementary Secondary Education; Readability; *Reading Attitudes; *Reading Materials; Reading Material Selection; Student Motivation
IDENTIFIERS- Fry Readability Formula

Noting that educators can help students have the positive experiences necessary to foster interest and growth in reading skills by guiding them toward the selection of library books at appropriate reading levels, this bibliography provides citations of high quality books for which a readability grade level has been determined using the Fry Readability Graph. The annotations are arranged by grade level readability with the interest level indicated after each title--primary, intermediate, and upper or junior high. (HTH)

ED 269 870 EA 018 470

Alternative Education. Report No. D85-4.
California State Dept. of Finance, Sacramento.
PUB DATE- Sep 85
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Schools; Continuing Education; *Educational Policy; Elementary Secondary Education; Experimental Schools; Extension Education; Field Experience Programs; *High School Equivalency Programs; Independent Study; *Individualized Education Programs; Magnet Schools; Nonformal Education; *Nontraditional Education; *State Aid; State Standards
IDENTIFIERS- California

This report discusses a variety of K-12 educational programs in California that constitute alternatives to instruction at regular public schools. For each of the programs discussed, the report identifies pertinent issues and provides policy recommendations. The report contents are based on visits to 18 school districts and 8 offices of county superintendents of education, along with interviews conducted with the staff of the California State Department of Education. Separate chapters deal in turn with the following programs: (1) independent study, (2) regional occupation centers and programs, (3) work experience, (4) continuation schools, (5) opportunity schools, and (6) community schools. Subsequent chapters discuss other forms of alternative schools such as magnet schools and consider the question of funding mechanisms for alternative programs. The conclusion suggests that the place of alternatives in the overall scheme of educational reform is a topic in need of greater clarification. Three appendixes provide (1) state funding formulas for alternative programs, (2) an extensive response by the California State Department of Education to the report as a whole, and (3) comments on the Department of Education response. (TE)

ED 269 913   EC 182 397

Miller, Lynn Sharon; And Others

Life Centered Career Education: Activity Book One.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-86586-162-5

PUB DATE- 86

NOTE- 104p.; For a related document, see EC 182 398.

CONTRACT- 400-84-0010

AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($9.95, $8.45 member price; Publication No. 303).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Career Education; Class Activities; *Daily Living Skills; *Disabilities; Elementary Education; *Interpersonal Competence; *Job Skills; Middle Schools

IDENTIFIERS- *Life Centered Career Education

Designed as part of the Life Centered Career Education Curriculum, the book describes activities for use with elementary and middle school students with and without disabilities. The Life Centered Career Education Curriculum organizes 22 major competencies and 102 subcompetencies into three domains: daily living skills, personal-social skills, and occupational skills. The three domains are addressed separately within the book and activities are identified by their corresponding competency and subcompetencies. Type of activity, academic components, resource persons, and follow-up/evaluation information are also provided. Activities are designed to use materials and supplies normally available to most teachers. (CL)

ED 269 597 CE 044 390

Using Microcomputers in Vocational Education to Teach Needed Skills in Machine Shop and Related Occupations. Final Report.

Mercer County Schools, Princeton, W. Va.

SPONS. AGENCY- West Virginia Research Coordinating Unit for Vocational Education, Huntington.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Skills; *Computer Assisted Instruction; *Courseware; Educational Needs; Equipment Utilization; Instructional Material Evaluation; Machine Tools; *Machinists; *Microcomputers; Patternmaking; Secondary Education; State Surveys; Teacher Attitudes; *Tool and Die Makers; *Trade and Industrial Education
IDENTIFIERS- *West Virginia

A project was undertaken to identify machine shop occupations requiring workers to use computers, identify the computer skills needed to perform machine shop tasks, and determine which software products are currently being used in machine shop programs. A search of the Dictionary of Occupational Titles revealed that computer skills will become increasingly important for machine tool operators, machinists, patternmakers, tool and die makers, and setup operators. Students in machine shop programs should also become comfortable operating a computer and should develop computer literacy skills for the unskilled programmer. A survey mailed to 23 West Virginia machine shop teachers was completed by only 7 instructors. Of these, only two reported using a computer system in their machine shop program, and although all seven respondents liked the idea of using a computer literacy text statewide, they could not agree on a suitable text. All of the data gathered during the project indicate that there is a definite need to develop training systems for use in machine shop programs in West Virginia and to supplement such programs with instruction in technical math. (Appendixes to this report include samples of the surveys sent to teachers and software companies, sample software evaluation forms, and lists of machine shops and companies included in the survey.) (MN)

ED 269 826 CS 505 284

Pratkanis, Anthony R.; And Others

Consumer-Product and Socio-Political Messages for Use in Studies of Persuasion.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 83
NOTE- 106p.; A shorter version appears in "Personality and Social Psychology Bulletin." The persuasive messages are available on computer diskette.
GRANT- BNS-76-11175; BNS-82-17006; MH-32317; SOC-74-13436
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Research; *Consumer Protection; *Evaluation Criteria; *Persuasive Discourse; *Political Issues; Propaganda; Research Design; Research Methodology; Research Tools; *Social Problems; Speech Communication; Test Reliability
IDENTIFIERS- Consumer Products

Developed as part of a research program directed at obtaining reliable persuasive effects, the two sets of persuasive messages provided in this report--consumer messages and sociopolitical messages--discuss fictitious brands of consumer products and various sociopolitical issues. The consumer messages were developed for the following 12 products: automobiles, cereals, electric fans, electronic calculators, furniture polish, house paint, movie cameras, portable electric heaters, portable radios, screwdrivers, television sets, and 10-speed bikes. Each message presents a brand name, a paragraph about product attributes, and brand evaluations. The 72 attribute paragraphs (6 per product) are based on articles that appeared in "Consumer Reports." The brand evaluations consist of one or two sentences that assign a value of either poor, below average, average, above average, or excellent to a brand on one of the product attributes. The 20 sociopolitical messages consist of arguments in support of one side of an issue along with cues that attribute the message to either a trustworthy or an untrustworthy source. Each message has a sociopolitical question as a title, and the body of the message consists of two paragraphs. The persuasive messages, which constitute the body of the document, are presented as apprendixes to the brief explanatory report. References are included. (HOD)

ED 269 898 EA 018 509

Wimpelberg, Robert K.
Bureaucratic and Cultural Images in the Management of More and Less Effective Schools.

SPONS. AGENCY- Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrative Organization; Administrator Characteristics; *Administrator Role; Bureaucracy; Elementary Secondary Education; Instructional Leadership; *Leadership Styles; *Principals; *School Effectiveness; *School Supervision; Supervisory Methods; Teacher Administrator Relationship
IDENTIFIERS- Louisiana; Louisiana Basic Skills Test

This paper reports on a research study designed, in part, to explore the expression of bureaucracy (or structural management) and culture (or symbolic management) in the work of eighteen elementary school principals in Louisiana. In addition, the study compares principals in nine of the schools categorized as "more effective" and nine categorized as "less effective," based on mean scores on the reading section of the Louisiana Basic Skills Test (LBST). Findings disclose an apparent reliance on bureaucratic procedures and externally defined purposes, and a sensitivity to adult (political) influences in the less effective schools. This contrasts with a use of process and symbols, a broad and internally forged definition of purpose, and a "child-as-client" orientation in the more effective schools. References are included. (TE)

ED 269 946 EC 182 732

Unruh, David
A Look at the Benefits of Writing for Students with Emotional and Behavioral Problems.
PUB DATE- 86
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Disorders; *Emotional Disturbances; Learning Processes; Problem Solving; Self Concept; *Skill Development; Teaching Methods; *Writing (Composition)

The process approach to teaching writing can be a useful tool to develop important skills in emotionally disturbed/behavior disordered students. Skills such as self-exploration, self-expression, problem solving, risk taking, and interaction with others can be improved through the writing process. An enhanced self-concept is another product of this approach. The writing process can be broken down into four steps: pre-writing, composing, editing, and follow-up. Each step is briefly addressed. (Author/CL)

ED 269 611 CE 044 417

Hines, Donna
Developing and Improving Written Communication: Punctuation, Expression of Numbers, Writing Sentences and Paragraphs. Competency Test Package. Office Occupations. Instructor's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 61p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-421.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Business Correspondence; Business Skills; Clerical Occupations; *Competence; Competency Based Education; Evaluation Criteria; Grammar; Learning Modules; Office Occupations Education; Office Practice; *Paragraphs; Postsecondary Education; *Punctuation; Secondary Education; *Sentences; Sentence Structure; Skill Development; Special Education; Student Evaluation; *Test Items; Vocational Education; Writing Instruction;

Writing Skills

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover punctuation, expression of numbers, and writing sentences and paragraphs as they are used in business communications such as letters and minutes of meetings. (This competency test package can be coordinated with a slide/tape module.) (KC)

ED 269 654 CG 019 039

Paget, Kathleen D.; Barnett, David W.

Training School Psychologists in Preschool Service Delivery: An Analysis by Roles.

PUB DATE- Aug 85

NOTE- 36p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counseling Services; Counseling Theories; Counselor Role; *Counselor Training; Ecology; *Preschool Children; *Preschool Education; *School Counseling; *School Psychologists

This paper offers a model for role-based preschool psychological services and addresses training issues within the context of the model. A challenge exists to train for a wide range of roles and to train in the judgmental components necessary for appropriate implementation of these roles. To accomplish these ends, an ecological framework lays the groundwork for implications related to training and practice. School psychologists serving preschool children must play a number of assessment roles, shifting emphasis from child variables based on traditional assessments to environmental variables within the proposed interactive model. Intervention strategies should include responsivity to cues from children, use of language appropriate for the young child, encouragement of active involvement with the environment, and a match between a child's level of functioning and task demands. A need exists for specialists who possess the necessary clinical and liaison skills for effective preschool service delivery. Training in preschool service delivery should address the analysis of roles and the development of judgment relative to young children, their teachers, their families, and the community. (ABL)

ED 269 696 CG 019 083

Gattiker, Urs E.; And Others

Computers in the Workplace.

Lethbridge Univ. (Alberta).
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 86
NOTE- 28p.; For related documents, see CG 019 084-085. An earlier version of this paper was presented at the International Scientific Conference: "Work with Display Units" (Stockholm, Sweden, May 12-15, 1986).
CONTRACT- 86-1934-405; 11149
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Careers; *Computers; *Employee Attitudes; Foreign Countries; Job Satisfaction; Quality of Life; *Role Conflict; Self Concept; *Success; Work Attitudes; *Work Environment
IDENTIFIERS- Canada

It is expected that by 1990 the majority of clerical and managerial workers in North America will use computers in their daily work. An integrative model was developed which views quality of work life as an ever changing dimension influenced by computerization and by perception of career success and non-work factors. To test this model, a study examining various aspects of computerization and their effects upon quality of work life in organizations was conducted. Employers from 10 large firms, 12 medium-sized companies, 3 educational institutions, and 3 government agencies in western Canada selected equal numbers (3-6) of successful managers and support personnel from a variety of departments. Selected employees (N=306) anonymously completed questionnaires designed to assess respondents' present positions in terms of success, and also their perception of the technology available to them. The results partially support the model in that workers who were accepting computerization positively were more likely to exhibit organizational commitment. In addition, computerization and perception of career success had an impact on the individual's role ambiguity and role conflict in the workplace. Disconfirming findings showed that the additivity theme prevalent in the stress literature was not supported when applied to the computerization process. Future research should investigate the causal relationships between the factors assessed here and such behavioral outcomes as absenteeism and turnover. (NB)

ED 269 724 CS 008 408

Ediger, Marlow
Issues in the Reading Curriculum.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Attitudes; Educational Objectives; *Educational Philosophy; Educational Practices; *Educational Trends; Elementary Secondary Education; Individualized Reading; Motivation Techniques; Phonics; Reading Comprehension; *Reading Instruction; *Reading Skills; Student Motivation; Teaching Methods
IDENTIFIERS- *Educational Issues

A number of issues in the reading curriculum need studying, analyzing, and synthesizing. Among them is the emphasis on definite scope and sequence in phonics versus individualized reading. A second issue in the teaching of reading involves the use of precise, measurably stated objectives versus flexible, general goals. A related issue involves having a logically or psychologically developed reading curriculum. A third issue pertains to motivating students through extrinsic versus intrinsic means. This addresses the question of the conditions under which energy levels will be at their optimum for learning to read. Other issues to consider might include: (1) how much emphasis should be placed upon the use of structural analysis, context clues, syllabication, configuration clues, and picture clues by learners in identifying new words; (2) how much direct instruction should be given to develop depth in comprehension skills; and (3) how student purpose in reading might be encouraged without undue emphasis being placed upon the concept of analysis. (HOD)

ED 269 781 CS 209 738

Coles, Nicholas
Beyond Interpretation: Writing about Reading a Poem.

PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Reading; Higher Education; *Literary Criticism; *Literature Appreciation; *Poetry; Reader Response; *Reader Text Relationship; Reading Comprehension; Reading Writing Relationship; Semiotics; Teaching Methods; Writing (Composition)
IDENTIFIERS- Transactional Criticism

There appears to be a problem in the way students in introductory, nonmajor literature courses read poetry that affects the way they write about it. One widely accepted belief among students is that there is a hidden but identifiable meaning in the poem that they are supposed to discover. The problem with this strategy is that most students lack the contexts of interpretation that most professional critics possess. Reader-response theory seems to provide an acceptable method of analysis because it values the personal associations and themes that readers bring to their reading of a poem. Another approach meriting consideration is the transactional theory, which seeks to integrate the discipline of close reading with the openness of personal response. Although New Criticism deals with elements such as rhyme, rhythm, and repetition, its emphasis on the effects of language may call attention to such devices in excess of what is required for an understanding of the poem. However, semiotics, which treats language as a system of signs, may be the most appropriate method of analysis because it increases students' awareness of the fact that poems consist of something besides the thoughts and feelings of the poet. Ideally, students should learn to articulate their conceptions of what poetry is and how one reads it, and then test those conceptions against their reading experience. (DF)

ED 269 796 CS 209 775

Edwards, Bruce L., Jr.

Rhetoric as Taxonomic, Managerial, Epistemic, and Heuristic: What We're Really Teaching When We're Teaching Rhetoric and Composition.

PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Educational Philosophy; *Language Usage; Literacy; Models; *Rhetoric; *Rhetorical Criticism; *Writing (Composition); *Writing Processes
IDENTIFIERS- *Epistemic Rhetoric; Rhetorical Theory

Epistemic rhetoric, as a monolithic view of language use, will not be much help in forging a useful and consistent definition of the composing process and an accompanying effective pedagogy. By rejecting the mimetic functions of language--and thereby the validity of any empiricism and its derivative, positivism--epistemic rhetoric banishes items thought to be inimical to the "free play" in the composing act. One way to alleviate some of the confusion and posturing associated with rhetorical epistemology is to recognize that rhetoric operates epistemologically in more than one way. The radical epistemic view cannot provide a consistent basis for conceptualizing and critiquing what counts as human knowledge. A view that recognizes rhetoric as not only taxonomic (providing names for concepts, the slots and structures and patterns of discourse) and managerial (assisting the communicator in adapting discourse to its ends and to its audience), but also epistemic (involving the writer in providing the framework that gives the world meaning and purpose) and heuristic (allowing the writer to check models of the world against reality) offers the possibility of articulating what it is that writers do when they write. (HOD)

ED 269 841 EA 018 323

Calhoun, Emily F.
Relationship of Teacher's Conceptual Level to the Utilization of Supervisory Services.
PUB DATE- Apr 85
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Elementary Education; Faculty Development; Information Sources; Resources; Teacher Attitudes; *Teacher Characteristics; Use Studies

IDENTIFIERS- Conceptual Systems Theory

A study of 52 teachers of grades 1 thorugh 4 from 18 schools in an urban setting indicated that teachers functioning at higher conceptual levels did not seek more information and resources than teachers functioning at lower levels, but appeared better able to identify optimal sources of assistance and the most direct routes to resources. The study involved establishing teachers' conceptual levels by having the subjects complete paragraphs on given topics (the Paragraph Completion Method). The paragraphs were analyzed to determine the degree of differentiation the subjects made among the concepts involved and the degee to which those concepts were integrated. The teachers also completed questionnaires and submitted to interviews concerning their use of supervisory services and participation in professional development activities. The study failed to find significant relationships between teachers' conceptual levels and (1) the frequency of their requests for direct assistance services, (2) the variety of direct assistance services sought, (3) the specific services sought, (4) the location of resources sought for instructional improvement, (5) the use of a variety of resources from a variety of locations, and (6) the teachers perceptions of the availability of assistance. Conceptual level was related to the number of informal professional development activities in which teachers engaged. (PGD)

ED 269 929 EC 182 713

Dane, Elizabeth

Learning Disabilities and the Child Welfare System: Some Additional Systems Issues Impacting on Multidisciplinary Intervention.

PUB DATE- 15 Apr 86
NOTE- 21p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Elementary Secondary Education; *Interdisciplinary Approach; *Learning Disabilities; Social Agencies; *Social Services; *Systems Approach

The paper presents an analysis of learning disabilities (LD) issues from a systems perspective. Noted are the possible causative factors, different manifestations of the condition, and maturational delays in age appropriate ego functioning. Difficulties of parenting a handicapped child are said to be magnified for families with limited resources. Issues involved in serving handicapped children, specifically those with LD, within the child welfare system, are examined. Implications for clinical and systems intervention are considered regarding intervention for the children themselves and the systems in the community.

Professionals' roles in understanding and involving multiple systems are addressed. Barriers to collaborative relationships between child welfare workers and school personnel are noted, including physical distance, different professional turfs, status, different expectations and terms of accountability and confidentiality. A three-page list of references concludes the report. (CL)

ED 269 767 CS 209 680

Hurd, Rhynette N.

The Effect of Audience Specification on Writing Anxiety, Performance, and Sensitivity to Audience.

PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Anxiety; Comparative Analysis; Higher Education; *Performance Factors; *Student Reaction; *Writing Apprehension; Writing Exercises; *Writing Research; *Writing Skills
IDENTIFIERS- *Audience Awareness; *Audience Specification

One hundred seventy-nine students enrolled in a first-year college level composition course were subjects in a study of the effects of four levels of audience specification on writing anxiety, performance, and sensitivity to audience. Subjects completed the Writing Apprehension Test, which determined levels of writing apprehension, and then responded to one of four writing tasks that provided different amounts of audience information: assignment 1 made no reference to audience; assignment 2 included a statement that reminded subjects that they were to address an audience but did not specify the audience; assignment 3 specified the receptiveness, level of comprehension, and prior knowledge of the audience; and assignment 4 specified the characteristics given in assignment 3 and indicated that a response would be received from the audience. Subjects also completed the Situational Writing Anxiety Test and an audience questionnaire. Among the findings were the following: (1) high apprehensives who received assignment 2 were less anxious than those who received assignment 4, (2) moderately apprehensive writers produced better essays in response to assignment 3 than they did to any of the other assignments, and (3) assignments 2 and 4 were more likely to sensitize writers to audience and to influence them to consider a variety of readers. (HOD)

ED 269 811 CS 209 866

Books Too Good to Miss: A Bibliography for Intermediate and Upper Grade Students.

San Diego County Office of Education, CA.

PUB DATE- Mar 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Intermediate Grades; Junior High Schools; *Reading Materials; Reading Material Selection

Noting that intermediate and junior high school students can be motivated to read if high quality, interesting literature is made available, this bibliography will provide teachers, librarians, and resource teachers with a list of books published since 1980 that can be used to assist students in selecting reading materials. The annotations include publishing information and indicate appropriate school level and, in some instances, a readability grade level. (HTH)

ED 269 856 EA 018 394

Whitehead, Ritchie
Practicum Students' Perceptions of Teacher Associates' Supervisory Behaviors.
PUB DATE- Jun 84
NOTE- 20p.; Paper presented at a symposium on supervision at the Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, Canada, June 1984). For other symposium papers, see EA 018 391-393.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Questionnaires; Student Attitudes; *Student Teacher Supervisors; Supervisory Methods; *Supervisory Training
IDENTIFIERS- Canada; *Clinical Supervision; Supervisor Supervisee Relationship

Ninety-one percent of the 116 students participating in the student teaching programs at the University of Lethbridge (Canada) in 1980 returned questionnaires concerning their perceptions of the behaviors of their student teaching supervisors. Of these supervisors, 43 had participated in workshops on clinical supervision offered by the university, and 62 had not. The questionnaire was administered to the students immediately following their 3-week student teaching practicum. The students rated the trained supervisors higher than the untrained supervisors in all five categories tested: use of the clinical supervision approach, use of freeing rather than binding interpersonal behaviors, use of an indirect rather than a direct supervisory style, emphasis on information rather than opinion in feedback, and provision of solicited rather than unsolicited feedback. The students did not perceive significant differences among trained supervisors who had received their training at different times, when workshop content varied. The questionnaire used is appended. (PGD)

ED 269 885 EA 018 489

Jensen, Mary Cihak
Recruiting and Selecting the Most Capable Teachers.
Oregon School Study Council, Eugene.
PUB DATE- May 86
NOTE- 28p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 for shipping and handling will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Employment Interviews; Employment Practices; Teacher Qualifications; *Teacher Recruitment; *Teacher Selection
IDENTIFIERS- Oregon

Current studies suggest that school districts may not be hiring the most promising graduates of teacher training programs. The first chapter of this publication reviews this research and proposes three possible explanations for the hiring failures: the complexity of the teaching function, insufficient attention to hiring, and inadequate selection techniques. Because teaching is complex, basic skills standards should only be used to establish minimum competency levels rather than desirable levels, high cognitive ability should be prized, and the personal and social skills of candidates should be examined carefully. Attention to recruitment of superior applicants is essential if highly qualified candidates are to be available for selection. Careful and thorough use of interviewing techniques by trained interviewers can improve the selection process in many cases, but additional materials such as transcripts, references, test scores, and such samples of work as videotaped demonstrations should be considered. The second chapter of the report describes ways in which representative Oregon school districts allocate their resources to recruit and select the most qualified candidates. The third chapter summarizes effective employment practices and offers recommendations for both large and small districts. (PGD)

ED 269 571 CE 044 039

Landers, Keneston, Comp.
Enchanging at the Crossroads...Research and Practice. Program and Proceedings for the Annual Adult Education Research Conference (27th, Syracuse, New York, May 23-25, 1986).
Syracuse Univ., N.Y.
PUB DATE- May 86
NOTE- 374p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Literacy; Educational Policy; Educational Practices; *Educational Research; Postsecondary Education; Program Evaluation; *Research Methodology; *Research Needs; Research Opportunities; Research Problems; *Research Tools; Research Utilization

These proceedings contain 58 papers. Selected brief titles are: "Teaching Reading in Advanced English to Adult Chinese Students" (Bao); "Analyzing the Training of Trainers and Adult Educators" (Boshier); "Knowledge Utilization in Social Work Practice" (Baskett); "Adult Education in the U.K." (Bright); "Developing Media Literacy in Adults" (Brookfield); "Ideological Orientation and Attitudes toward Professionalism among Adult Educators" (Brown); "Self-Directed Adult Learning" (Caffarella, O'Donnell); "The Psychosocial Development of Women" (Caffarella, Olson); "Adult Education and Social Equality" (Cervero, Lin); "Adult Education and Cultural Determinism" (Clarke); "Two Successful Prison Education Programs" (Collins); "The Canfield Learning Style Inventory" (Conti, Fellenz); "Measuring the Social Environment of Adult Education Classrooms" (Darkenwald, Valentine); "Models of Adult Participation in Informal Science Education" (Dimmock); "The Psychosocial Content of Teacher Talk" (Dirkx); "Literacy Usage among Older Adults" (Fisher); "Clandestine Learning among Slaves" (Gainey); "McClusky's Concept of Margin for Predicting Adult Dropout" (Garrison); "Open Learning" (Haffenden); "Serving Adult High-Risk Students" (Haskins); "Deterrents to Participation in Adult Basic Education" (Hayes, Darkenwald); "Adult Education and Government Repression in the U.S., 1919-1920" (Hellyer); "Adult Learning Styles: Auditory, Visual, and Tactual-Kinesthetic Sensory Modalities" (Hoffer); "Literacy Voluntarism" (Ilsley); "The Identification and Management of Student Stress" (Jones); "Locus of Control and Values of Adult Learners in Schools of Business and Education" (Londoner, Linder, Bauer); "Grassroots Computer Education" (Ludden); "Adult Readers of Fiction" (Mathney); "Innovative Learning" (McIntosh); "New Students and Returned Students" (McLaren); "Black Re-Entry Women" (Meyer); "Education in the Workplace" (Munnelly); "The Small Adult Education Centre" (Pemberton); "Women's Learning: A Perspective from Jungian Individuation" (Rannells); "Forces Influencing Women's Decisions to Return to School as Undergraduates" (Ross); "Learning about Leadership from Experience" (Rossing, Russell); "Workers' Cooperatives: Freirean Opportunity in the Workplace" (Schulman); "Librarians and Self-Directed Learners" (Smith); "Building Inductively-Derived Planning Theory" (Sork); "Learning How to Learn: Adult 'Eductive' Learning" (Stanage); "Social Transformation through Nonformal Education" (Stalker-Costin); "Locus of Control Expectancies of Two Groups of Older Adults in Relation to Participation" (Strickland-Drobnies, Korhonen); "Equipping Adults for Learning: Participation Training" (Stubblefield); "Adult ESL Program Holding Power" (Tanner); "The Influence of Learning Style and Teaching Style on Achievement among Nontraditional Health Professional Students" (Welborn, Conti); "Perspective Transformation and Male Spouse Abusers" (Williams); "Assessing Impact of Literacy Education Programs" (Copeland, et al.); "The Ends and Means of Adult Literacy Education" (Hiemstra, et al.); "Using Research on Women to Reshape Concepts about Learners and Learning" (Karlovic, et al.); "Exploring the Value of Aging" (Hanson, Rugh); "Entering a Nursing Home as a Life Transitional Period" (Parsons). (MN)

ED 269 583 CE 044 372

Lokan, Jan; And Others
Work Orientations of Australian Secondary School Students.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Educational Research; Foreign Countries; High Schools; *Role Perception; *Secondary School Students; *Values; *Vocational Interests; *Work Attitudes
IDENTIFIERS- Australia (Melbourne); *Work Orientation

Aspects of the relative importance of work were examined in a representative sample of 700 Melbourne year-10 students. Instruments were Taylor's Work Quiz (WQ), the Values Scale (VS) and Salience Inventory (SI) developed for the international Work Importance Study, and Holland's Vocational Preference Inventory (VPI). From the WQ three basic orientations to work in this sample were identified: self-actualizing, instrumental, and necessity. Correlations between the WQ and VS scales showed the self-actualizing orientation was highly correlated to 12 intrinsic values, the instrumental scale was correlated with 17 extrinsic values, and a lack of relationships existed between the necessity orientation and the VS scales. Correlations between the WQ and SI scales showed the self-actualizing orientation had the strongest relationship with the worker role, the instrumental scale correlated positively only with the leisure scales, and no significant relationship existed betwen the SI scales and the necessity scale. No significant relationship existed between the VPI scales and the self-actualizing orientation; the instrumental orientation highly correlated with the enterprising, realistic, and conventional scales; and the necessity scale correlated with the realistic and conventional scales. These relationships supported expectations. Parallels were identified between study results and Maslow's hierarchy of needs. (YLB)

ED 269 639 CE 044 490

Welcome to the World of Computers. Part 2.
Education Service Center Region 20, San Antonio, Tex.
PUB DATE- 86
NOTE- 311p.; For part 1, see CE 044 489. Portions of reprinted material contain small or broken type.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Classroom Techniques; Computer Assisted Instruction; *Computer Literacy; *Computer Oriented Programs; *Computer Software; Databases; Integrated Curriculum; *Learning Activities; *Microcomputers; Postsecondary Education; Program Evaluation; Word Processing
IDENTIFIERS- BASIC Programing Language; Spreadsheets

A continuation of an earlier manual, this guide was written to help adult education teachers and their students to go beyond the information of part 1 and learn more about the uses of computers. Although this manual is directed more toward teachers and administrators than toward students, activities for students are provided. As in part 1, some of the manual has been written so that instruction can be given with or without a computer; it can be used in a computer literacy class or as part of a class in some other area, such as English or mathematics. This manual is organized in six sections. The first five sections cover the following topics: computer review; software applications (word processing, database, spreadsheets, and BASIC programming); evaluation of software (including an annotated resource guide and a software buyer's guide), graphics, and computer-assisted instruction. Each section contains information (including reprints of materials from a variety of sources), learning activities for students, and test items. Materials are illustrated with line drawings. The final section contains reprints of brief articles about computer literacy. (KC)

ED 269 668 CG 019 053

Avioli, Paula Smith
Sibling Relationships: An Unrealized Potential Support for the Elderly.
PUB DATE- 26 Apr 86

NOTE- 9p.; Paper presented at the New Jersey Psychological Association (Saddlebrook, NJ, April 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Family Relationship; Individual Needs; Interpersonal Relationship; *Older Adults; *Siblings; *Social Support Groups

Although it has been estimated that over three-fourths of all older adults have living siblings, little information is available on the actual and potential supportive role siblings play for older persons. The sibling relationship has several unique and interesting characteristics and the intimate experiences of childhood may either bind or separate siblings. Siblings usually separate geographically and psychologically as they grow up, yet adults report strong feelings of closeness towards their brothers and sisters. And, although siblings are of little functional importance in terms of providing instrumental services to older adults, sibling relationships are characterized by the desire to help when needed. Sibling support may be instrumental in the individual's facing the problems of aging. Next to adult children, siblings offer the best prospects for providing older adults with a permanent home. While some studies have indicated that sibilings constitute an important source of social and psychological support in later life, others report that interaction with siblings is not related to the elder's level of morale or feelings of insecurity, loneliness, or usefulness. Although siblings may potentially be a supportive resource in later life, this is not always the case. The level and type of support between older siblings may depend on both the idiosyncracies of the particular sibling relationship and the developmental needs characteristic of older adults. (NB)

ED 269 682   CG 019 067

Thomas, Cher Carrie

Social Power: Effect on Spouses' Quality of Personal Life.
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dual Career Family; Employed Parents; Family Relationship; *Individual Power; *Interpersonal Relationship; Mental Health; *Quality of Life; *Sex Differences; *Sex Role; *Spouses
IDENTIFIERS- *Social Power

It is the dimension of power or control, either in the workplace or in the family, that determines the degree to which social relations are alienating. The consequences of social inequality for the quality of personal life were examined in 314 married couples, of whom 70 were dual-earning non-parents, 123 were dual-earning parents, and 41 were single-earning parents. Subjects completed a quality of intra-personal life measure, love and liking scales, and a family alienation measure. In addition, class background, sex-role identity, achievement orientations, and social relations at work and in the family were assessed. The results showed that dual-employed couples had a significant impact on each other, but traditional couples did not. For the employed wife, her husband's characteristics accounted for 16% of the variance in her mental health status while her own characteristics had no effect. Her characteristics explained 23% of her husband's quality of interpersonal life as compared to 13% explained by his own characteristics. Overall, these results suggest that a husband's power has positive consequences for both himself and his wife, when they are both employed. The total pattern of results suggests that mental health status is associated with an individual's relations to those in authority in their social relationships. (References and data tables are appended.) (NB)

ED 269 710 CG 019 097

Matthews, Doris B.
The Effect of Timed Relaxation on Keyboarding Achievement. Research Bulletin No. 46-B.
South Carolina State Coll., Orangeburg.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Jun 86
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescents; *Computers; High Schools; *Keyboarding (Data Entry); *Microcomputers; *Performance Factors; *Relaxation Training; *Skill Development; Temperature

Research has shown that relaxation exercises produce physical changes in students. After relaxation exercises, students appear calmer, have reduced levels of anxiety, and are more responsive to instruction. In order to determine if relaxation exercises would improve the rate at which students learn keyboarding, a study was conducted in a South Carolina high school computer laboratory. Volunteer students (N=27) from three high schools completed the project. Subjects were divided into three groups which participated in ten 1-hour keyboarding lessons after school using a computerized instructional delivery system: (1) a control group which had 15 minutes of classroom discussion but no relaxation exercises; (2) a short treatment group which received 10 minutes of relaxation exercises prior to each keyboarding lesson; and (3) a long treatment group which received 20 minutes of relaxation exercises. Students wore finger temperature indicators, took eight tests of keyboarding achievement, and completed a Questionnaire for Keyboarding Instruction at the end of the study. Treatment groups also completed a Questionnaire for Relaxation Training. The results revealed that the relaxation exercises raised finger temperature, indicating the elicitation of the relaxation response. Although the temperatures in the experimental groups increased more than those in the control group, there were no significant differences between temperatures of students in the two experimental groups. Similarly, the two treatment groups significantly outperformed the control group in keyboarding achievement but did not differ significantly from each other, suggesting that 10 minutes is sufficient time to produce a measurable change in the relaxation state. (A five-page list of references, questionnaires, and examples of relaxation exercises are appended.) (NB)

ED 269 738 CS 008 440

Gallagher, Michael P.
Cost-Effectiveness Affirmative Reading Skills Program, 1984-85.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Mar 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Compensatory Education; *Educational Assessment; Educationally Disadvantaged; Elementary Secondary Education; *Program Evaluation; *Reading Instruction; *Reading Programs; *Remedial Instruction; *Remedial Programs; Urban Education
IDENTIFIERS- *Ohio (Cleveland)

The 1984-85 cost-effects study represents the third annual analysis of the components of Cleveland's Affirmative Reading Skills Plan, which offers three instructional strands--developmental (regular reading/language arts), support (additional enrichment, corrective or remedial), and compensatory (instruction for students having reading scores in the lower third)--to students in grades 2 through 12. Findings of the study reflect the effectiveness of the three strands, based on comparisons between black students and others, all five racial categories, adversely affected and nonadversely affected students, upper and middle third populations, and males and females at all grade levels. Some of the 10 major findings are that black students continue to show less gain at several grade levels, that students at every elementary level not receiving the compensatory component fall behind their peers, and that secondary compensatory program effects are consistently positive. Four of the thirteen recommendations include the need to (1) determine whether a more cost-effective approach with equal racial impact can be found for grades two and three; (2) review the goals and implementation of the Diagnostic Reading Clinic, which showed no positive effects, at grades four and five; (3) review successful programs that have strong positive results with black students; and (4) explore ways to improve the English program at the secondary level. (Extensive appendixes include tables of data on which the findings were based.) (LLZ)

ED 269 752 CS 008 460

Cherney, Elaine E.
Definitions and Strategies of Critical Reading as Presented in Textbooks on Reading and Learning in the Content Areas.

PUB DATE- 17 Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Content Area Reading; *Critical Reading; Critical Thinking; Elementary Secondary Education; Language Processing; Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; Reading Strategies; *Textbook Content

Noting that a major issue in education today is the concern about students' ability to read critically and to solve problems, this paper describes an analysis of five texts focusing on reading and learning in the content areas to determine what they had to say about critical reading and strategies for teaching critical reading--specifically, whether current texts treat critical reading as a skill or a process. The five texts discussed are (1) "Reading Strategies for Middle and Secondary School Teachers," by Burmeister; (2) "Reading Instruction through Content Teaching," by Cheek and Cheek; (3) "Reading Improvement in the Secondary School," by Dechant; (4) "Reading and Learning from Text," by Singer and Donlan, and (5) "Content Area Reading," by Vacca. The first section of the paper discusses the definitions of critical thinking and reading given by each of the authors. The second section deals with the strategies for teaching reading comprehension offered by each text, observing that, in general, critical reading is taught as a subskill of comprehension with appropriate exercises to strengthen the component parts of critical reading. The third part analyzes the texts' content, noting that all writers include critical reading as an aspect of comprehension, agreeing with Vacca that reading is a thoughtful, cognitive process. (HTH)

ED 269 871 EA 018 472

Gentelia, Beverly; And Others

Eastern Michigan University: Michigan Youth Leadership for Action. Fostering Effective University, School and Community Relationships.

PUB DATE- Feb 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Cooperation; Community Involvement; Community Leaders; Community Organizations; Community Resources; Cooperative Programs; Experiential Learning; *Leadership Training; *School Community Programs; *School Community Relationship; Secondary Education; Student Leadership; *Work Experience Programs; Youth Leaders
IDENTIFIERS- Eastern Michigan University; Michigan Youth Leadership for Action

Eastern Michigan University is in the second year of a pilot program designed to promote law-related education and partnerships between the university and local communities. The collaborators in the project are the university, the Constitutional Rights Foundation, and the Taylor (Michigan) Public Schools. The goal of the project is to develop among high school student participants the knowledge, leadership skills, and attitudes that lead to success at school, at work, and in the community. Program activities during the project's first year included a leadership training retreat, "City Search" internships, work experience internships, a teacher institute, community meetings, school/community projects, an awards ceremony, and publications. The Taylor schools were eager to participate in the project and appointed several key citizens to serve on the project advisory board. Taylor students had an opportunity for a work experience within job sites rarely available to young people or adults. The first year of the project was highly successful. Many advisory board members, employers, community mentors, and community resource guests experienced close contact with the local school for the first time. (GJ)

ED 269 914 EC 182 398

Glascoe, Lynda Gayle; And Others
Life Centered Career Education: Activity Book Two.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-163-3
PUB DATE- 86
NOTE- 103p.; For a related document, see EC 182 397.
CONTRACT- 400-84-0010
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($9.95, $8.45 member price; Publication No. 304).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Basic Skills; *Career Education; *Daily Living Skills; *Disabilities; *Interpersonal Competence; Learning Activities; Secondary Education; *Vocational Adjustment; Vocational Education
IDENTIFIERS- *Life Centered Career Education

The book provides suggestions for activities designed to infuse life skills into the basic curriculum for adolescents and older students with disabilities. Modeled after the Life Centered Career Education approach, the book presents activities geared to three domains (sample competencies in parentheses): (1) daily living skills (managing family finances, buying and preparing food, using recreation and leisure, and getting around the community); (2) personal-social skills (achieving self awareness, maintaining good interpersonal skills, achieving independence); and (3) occupational guidance and preparation (knowing and exploring occupational possibilities, obtaining a specific occupational skill, and seeking, securing, and maintaining employment). For each activity, information is presented on relevant competencies and subcompetencies, academic component, objective, type of activity, and followup/evaluation. (CL)

ED 269 947 EC 182 733

Tharinger, Deborah J.; Strocchia-Rivera, Lenore
DSM III in the Schools? What School Psychologists Think.
PUB DATE- 84

NOTE- 18p.; Paper presented at the Conference of the National Association of School Psychologists (1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Criteria; *Definitions; Elementary Secondary Education; *Emotional Disturbances; School Psychologists; *Severe Disabilities
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders; *Education for All Handicapped Children Act

Shortcomings of the "Seriously Emotionally Disturbed" (S.E.D.) criteria set forth in Public Law 94-142 are discussed and the possibility of integrating other classification methods, specifically those in the Diagnostic and Statistical Manual of Mental Disorders, Third Edition (DSM III), is raised and critiqued. Findings of a study surveying the opinions of school psychologists on the acceptability of the S.E.D. criteria and of DSM III are then reported. Questionnaires were mailed to 381 school psychologists in Texas where the adoption of aspects of DSM III is being considered, and 291 were returned for a 77% return rate. Results indicated that 54% view the S.E.D. criteria as not very adequate at best and 67% agree or strongly agree with the proposed adoption of a set of classifications from the DSM III to specify type and severity of emotional disturbance. On 9 of 10 items directly comparing the S.E.D. guidelines and DSM III, the majority voiced strong consistent support for DSM III. Associated with the positive opinions about DSM III were: (1) respondent's district used it, (2) respondent had adequate knowledge of DSM III, (3) respondent had experience with DSM III, and (4) respondent considered the S.E.D. criteria inadequate. Caution is urged regarding use of DSM III until additional research is completed. (Author/CL)

Conrad, Debra
Using Microcomputers in Vocational Education to Teach Skills Needed in Business and Office.
Randolph County Board of Education, Elkins, WV.
SPONS. AGENCY- West Virginia Research Coordinating Unit for Vocational Education, Huntington.
PUB DATE- 30 Jun 84
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accounting; *Business Education; *Business Skills; *Computer Assisted Instruction; *Courseware; Instructional Material Evaluation; *Microcomputers; *Office Occupations Education; Secondary Education; State Surveys; Teacher Attitudes; Typewriting; Word Processing
IDENTIFIERS- *West Virginia

A project was undertaken to evaluate software available for teaching business and office skills and to determine which software products are currently being used by business and office occupations teachers throughout West Virginia. Ninety-four of the 164 West Virginia teachers to whom a questionnaire was mailed responded to the survey. Although most of the teachers were very interested in using microcomputer courseware, most schools represented did not have computers in the business department even though computers were located in the mathematics or science departments. Software purchased and used in the business classroom also appeared to be limited. Respondents to the survey complained that the software that is available for business and office programs is limited to instruction in typing, accounting, and word processing and that software companies frequently take as long as 4 to 6 weeks to fill orders for courseware. (This package includes evaluations of 29 software products that are currently being used in business and office occupations classrooms in West Virginia high schools and 14 additional pieces of courseware that were purchased for evaluation during the study. Each review includes information about the company producing the software, the machine(s) on which it will run, memory requirements, price, program content, and weaknesses and strengths of the individual product.) (MN)

ED 269 612 CE 044 418

Hines, Donna
Developing and Improving Written Communication: Writing Business Letters. Competency Test Package. Office Occupations. Instructor's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 42p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-421.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Business Communication; *Business Correspondence; Business Skills; Clerical Occupations; *Competence; Competency Based Education; Evaluation Criteria; Learning Modules; Office Occupations Education; *Office Practice; Postsecondary Education; Secondary Education; Skill Development; Special Education; Student Evaluation; *Test Items; Vocational Education; Writing Instruction; *Writing Skills

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover writing business letters to promote goodwill, answer requests, and express positive and negative responses. (This competency test package can be coordinated with a slide/tape module.) (KC)

ED 269 625 CE 044 447

Sgro, Joseph A.; And Others
Development of a Performance-Based Program for U.S. Army ROTC Leadership Training. Research Report 1419.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Jan 86
NOTE- 169p.
CONTRACT- MDA-903-80-C-0492
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Instructional Materials; Leadership; *Leadership Training; Management Development; *Material Development; Military Personnel; *Military Training; *Program Effectiveness; Program Evaluation; Program Improvement; *Student Leadership
IDENTIFIERS- *Army Reserve Officers Training Corps

This report describes the steps that were taken in developing and evaluating a conceptual and experiential approach to leadership training at the Reserve Officer Training Corps (ROTC) level. "U.S. Army ROTC Leadership Development: A Performance-Based Program" consists of two documents: a student manual and an instructor manual. The student manual includes the following: (1) the platoon leadership experience; (2) the theoretical basis for effective platoon leadership; and (3) instruction and exercises in the skills that are necessary for effective platoon leadership. The instructor manual provides lesson plans and guidance for using the program. The program received field evaluations during 1981, 1982, and 1983. The report presents the reactions to the program and a discussion of changes that were made. In addition, a description of the teaching materials currently being used for leadership training by ROTC detachments is presented. (Extensive appendixes to the report contain materials about leadership qualities and the questionnaires used in the research.) (Author/KC)

ED 269 782 CS 209 739

Taylor, David

A Counseling Approach to Writing Conferences.

PUB DATE- May 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Writing Centers Association East Central Conference (7th, Erie, PA, May 3-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conferences; *Counseling; Counseling Objectives; Counseling Techniques; Counselor Client Relationship; Counselor Role; Empathy; *Helping Relationship; Higher Education; *Rapport; *Teacher Student Relationship; Teaching Methods; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Writing Conferences

Problems caused by a teacher's inherent authority during writing conferences can be surmounted by bringing a counselor's approaches to structuring and conducting an interview with a client. First, the creation of an atmosphere of acceptance and trust is more important to the writing conference than specific teaching techniques. Second, characteristics of effective helpers must be identified, including helper empathy, helper warmth and caring, and helper regard and respect, as well openness and honesty. The helping process can be divided into six stages: (1) preparing and beginning, (2) clarifying, (3) structuring, (4) exploring (5) consolidating, and (6) planning and terminating. Finally, counselors must develop skills for listening and understanding, such as paraphrasing, perception checking, direct and indirect leading, interpreting, and summarizing. By becoming more conscious of what is involved in a helping relationship, teachers can enhance their writing conference skills. (Copies of first drafts and transcripts of the subsequent conferences are included.) (DF)

ED 269 797 CS 209 778

Stone, Vernon A.
The Changing Profiles of Broadcast News Directors.

PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986). Research supported by the Radio-Television-News Directors Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Industry; Comparative Analysis; *Job Satisfaction; *Media Research; News Media; News Reporting; News Writing; *Occupational Surveys; *Radio; *Television
IDENTIFIERS- *News Directors; Radio Television News Directors Association

Analysis of surveys administered each year by the Radio-Television News Directors Association to news directors throughout the country reveals that a number of changes have occurred since 1972. The number of women and college graduates who are news directors has increased, although the median age of news directors, 38 in television and 31 in radio in 1985, has changed little. In addition, news director job turnover has increased. Median time in their present jobs, 2.2 years in television and 1.8 in radio in 1985, was approximately one year less than the time reported by survey respondents in 1972. Local news became an increasing money-maker, more so in television than in radio. On the average, television staffs doubled in size, while radio news staffs remained unchanged. Television news directors' salaries in 1985 were twice as large as those of radio news directors. Many news directors reported that if they left broadcast news, it would most likely be for professional advancement or better salaries. The results suggest that news director turnover, which may be partially attributed to the fact that local news has become a major source of revenue, may lower standards of professionalism. However, opportunities for news directors to become station managers are growing. It appears that television holds more potential for aspiring journalist-managers than does radio. (Tables of data are included.) (DF)

ED 269 812 CS 209 871

Academic Preparation in English: Teaching for Transition from High School to College.

College Entrance Examination Board, New York, N.Y.

REPORT NO.- ISBN-0-87447-220-2
PUB DATE- 85
NOTE- 104p.
AVAILABLE FROM- Department E75, College Board Publications, Box 886, New York, NY 10101 ($6.95, 5-49 copies, 20% discount, 50 or more copies, 50% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *College Preparation; Content Area Writing; *English Curriculum; *English Instruction; Higher Education; High Schools; Instructional Improvement; Listening; Literature Appreciation; Reading Skills; Speech Skills

One of six books in each basic subject area, this book is intended to spark more detailed discussion and ongoing dialogue among fellow teachers who have front-line responsibility for ensuring that all students are prepared adequately for college. It is also intended for guidance counselors, principals, superintendents, and other officials who must understand the work of high school teachers if they are to better support and cooperate with them. The book is divided into the following sections: (1) beyond the Green Book ("Academic Preparation for College: What Students Need to Know and Be Able to Do," published in 1983), including the impact of "A Nation at Risk," the classroom at the beginning as well as at the end of improvement, and dimensions for a continuing dialogue; (2) preparation and outcomes, including oral communication, reading, and writing skills; (3) the curriculum, including general curriculum considerations and further considerations for speaking, reading, and writing; (4) teaching English, including plans for writing, reading, and questioning; (5) English and the basic academic competencies, including literature, transfer, mathematics, and computer competency; and (6) toward further discussion, including numbers and time (class load and size), high school-college collaboration, writing across the curriculum, questioning, and teachers as learners. A bibliography is included, and the appendix contains an excerpt from "A Walker in the City," by Alfred Kazin. (HTH)

ED 269 827 CS 505 288

Meussling, Vonne
Attitude: A Component of Competent Performance.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Communication Research; *Employee Attitudes; Employer Employee Relationship; *Interpersonal Competence; *Job Satisfaction; *Organizational Climate; Professional Development; Speech Communication; Student Attitudes; Work Attitudes; *Work Environment

The findings of a survey of attitude studies to determine the effect of students' attitudes on communication competence as they enter the work force and develop their careers are reported in this paper. The paper explains how attitude improvement is an effective management tool in controlling costly absenteeism, output, job productivity, work performance, and turnover, as well as in sustaining organizational commitment. It then suggests that attitude is an important component in the recruiting process, during inservice training, in maintaining internal morale, and in the molding of a reputation that reflects the total organizational image. The paper also focuses on the traditional concept of a caring emotional climate of empathy, affiliation, and pride in the company, as well as clarity of objectives, as necessary ingredients of positive attitude formation, and discusses the effects of a positive attitude in dealing with personal/professional frustration, leadership behavior, team integration, and employee satisfaction with job, supervisor, and the organization as a whole. The paper concludes with a proposal for further research on individual attitude as a component of competence, and a recommendation for semiannual employee-employer workshops for implementing and maintaining a well-managed attitudinal environment. (Author/HOD)

ED 269 899 EA 018 510

Steier, Lloyd P.
Computer Technology and Education: A Policy Delphi.
PUB DATE- 18 Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; Computer Software; Delphi Technique; *Educational Development; *Educational Innovation; Educational Policy; *Educational Technology; *Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); Long Range Planning; Trend Analysis
IDENTIFIERS- Alberta

Realizing the educational potential of computer technology largely depends on developing appropriate policies related to the technology. A Policy Delphi method was used to identify changes in education that are both probable and possible on account of the introduction of computers, and to explore potential patterns for arriving at a desired future. A critical element in the study was the Delphi panel, composed of 18 individuals with a knowledge of computers and a background in education. Data collection included a pilot study followed by three distinct iterations or rounds. Developments identified as probable and undesirable included underuse of equipment, problems related to the allocation of equipment, lack of appropriate software, piracy, confidentiality of files and information, equity, funding, resistance to change, software and hardware inertia restricting implementation of improvements in hardware, migration of human resources, and increased and conflicting demands on educational organizations. Desirable possibilities include development of a local software industry tailored to provincial curriculum, a strong emphasis on computer-related inservice, an awareness of the social effects of computers, and increased parent involvement in school matters. Potential patterns for achieving a desired future include increased software development and evaluation, increased levels of funding, inservice, a recognition of the need for policies related to educational computing, curriclular development, preservice, planning, security procedures, and communication among organizations and stakeholders. Nine major conclusions, from general to specific, are outlined and discussed. References are included. (TE)

ED 269 930 EC 182 714

Huestis, Robert; Ryland, Cheryl
Integrating Learning Disabilities into the Life of Adolescents .
PUB DATE- Mar 86
NOTE- 18p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Affective Behavior; Behavior Change; *Coping; *Counseling Techniques; *Intervention; *Learning Disabilities

The paper examines ways to help learning disabled (LD) adolescents adjust to the fact that they have learning disabilities. Underlying assumptions, such as the belief that learning disabilties are lifelong and affect social and psychological aspects, are reviewed. The importance of blending attitude and techniques in working with LD adolescents is stressed. The paper reviews an unsuccessful approach that emphasized intellectual knowledge of LD without the attitudinal component. The importance of assuming that learning disabilities are involved in behavior until proven otherwise and of understanding that performance on the same tasks may fluctuate from day to day are explained. A structured, behaviorally oriented process case management intervention approach is explained in which students are helped to view their behavior as alterable. (CL)

ED 269 555 CE 042 884

Ivantcho, Barbara
A Selected Annotated Bibliography on Work Time Options.
New Ways to Work, San Francisco, CA.
PUB DATE- May 85
NOTE- 42p.
AVAILABLE FROM- New Ways to Work, 149 Ninth Street, San Francisco, CA 94103 ($4.50 plus postage and handling; 10-25--10% discount; 26-50--15% discount; 51+--20% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Flexible Working Hours; Job Sharing; *Leaves of Absence; Older Adults; *Part Time Employment; *Released Time; Retirement; Sabbatical Leaves; Working Hours

IDENTIFIERS- *Phased Retirement

This annotated bibliography is divided into three sections. Section I contains annotations of general publications on work time options. Section II presents resources on flexitime and the compressed work week. In Section III are found resources related to these reduced work time options: permanent part-time employment, job sharing, voluntary reduced work time programs, phased retirement, leaves (sabbatical, educational, parental), and work sharing. Within each section, resources are categorized under the two headings of books and reports and of periodical references. Each entry is provided in this format: author, title, place of publication and publisher or source, date of publication, pagination, and annotation. (YLB)

ED 269 655   CG 019 040

Child Abuse Victims' Rights Act. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on S. 985: A Bill to Protect the Rights of Victims of Child Abuse (September 24, 1985).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-493
PUB DATE- 86
NOTE- 137p.; Serial No. J-99-55. Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Child Abuse; Children; Child Welfare; *Court Litigation; Court Role; *Federal Legislation; Hearings; *Pornography; *Sentencing; *Sexual Abuse; Victims of Crime
IDENTIFIERS- Congress 99th; *Kidnapping; Parent Kidnapping

This document contains witness testimonies and prepared statements from the Congressional hearing on the Child Abuse Victims' Rights Act. Opening statements are included from Senators Charles E. Grassley, Jeremiah Denton, and Arlen Specter. Senator Grassley explains the proposed bill which would, among other things, protect children through the imposition of mandatory sentences for kidnappers of children and for repeat child pornographers. The text of the bill is presented. Senator Denton's statement supports the bill's provision that the Attorney General examine changes in federal rules of evidence; criminal procedure; and courtroom, prosecutorial, and investigative procedures to facilitate the use of child witnesses in cases of child abuse. Witnesses include: (1) Senator Paula Hawkins, who discusses the problem of noncustodial parental kidnapping; (2) Victoria Toensing from the U.S. Department of Justice, who discusses Justice Department support for some of the bill's provisions and explains why the Justice Department does not support other provisions; (3) John Walsh, chairman of the Adam Walsh Resource Center, who presents examples of child abuse cases; (4) Gregory A. Loken, executive director of the Institute for Youth Advocacy who emphasizes the importance of protecting children from pornographers; and (5) Catherine L. Anderson and Howard Davidson from the American Bar Association, who discuss child witnesses and court procedures in child abuse cases. Materials submitted for the record, including a prepared statement by Senator Jack Kemp, are included. (NB)

ED 269 669 CG 019 054

Canada, Theresa J.
Counseling: Issues of Professionalism and Professionalization.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Counseling; *Counselor Attitudes; Counselor Role; Counselors; *Professional Recognition; *Role Perception; Work Attitudes
IDENTIFIERS- *Professionalism

Professionalism and professionalization are two issues important to the field of counseling. A basic definition of a profession is necessary in order to understand the role of counseling as a profession. One theory on the development of professions in the western world begins with the priest as the prototypical professional. Professions then secularized, differentiated, liberalized, and rationalized. The rise of technique and the emergence of new professions encouraged institutional growth and an increased development of professionalism. Counseling developed as a means by which people could help each other to meet the challenges of the future. Various disciplines have contributed to the field of counseling, including psychology, sociology, cultural anthropology, education, economics, and philosophy. Counseling began with the vocational guidance movement. The mental health movement merged with earlier developments in counseling to form the present concept of counseling. Counseling as a profession can be analyzed using the six characteristics of American professions, as adapted from Wilensky's (1964) study: (1) strong level of commitment; (2) long and disciplined education process; (3) unique body of knowleldge and skill; (4) discretionary authority and judgment; (5) active and cohesive professional organization; and (6) acknowledged social worth and contribution. Despite its growth, counseling must maintain and increase its level of professionalization in order to become a fully recognized profession. (ABL)

ED 269 697 CG 019 084

Gattiker, Urs E.; Larwood, Laurie
Resistance to Change: Reactions to Workplace Computerization.
Lethbridge Univ. (Alberta).
PUB DATE- 86
NOTE- 30p.; For related documents, see CG 019 083-085. Paper presented at the Annual Meeting of TIMS/ORSA (Los Angeles, CA, April, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computers; *Employee Attitudes; *Job Analysis; Labor Force Development; Motivation; Occupational Aspiration; Organizational Effectiveness; Self Concept; *Work Attitudes; *Work Environment
IDENTIFIERS- *Resistance to Change

Although past research has suggested that computer acceptance and knowledge are two variables crucial in attaining desired profitability increases with computer-based technology, few studies have examined how these variables occur in organizational settings. A study was undertaken to examine acceptance of, and knowledge about, computer-based technology on the part of end-users. Subjects were 277 employees of 15 California-based organizations who used computers for some work tasks. Subjects represented a range of organization departments, job categories, and locations. Subjects anonymously completed questionnaires designed to assess knowledge, use, and availability of computers in their organizations. Questionnaire sections examined background variables, self-concept and motivation for power and achievement, perceived impact of computers on one's job and future with the company, computer knowledge, computer availability, attitudes toward computers in organizations, and computer usage. The results revealed that job impact was the most important predictor of computer knowledge and acceptance. This finding suggests that with increased perception of job impact, individuals will more likely accept computers and attempt to learn more about computers to secure employment or to retain jobs. Another strong predictor for a person's knowledge about comptuers was actual usage. These results suggest several important considerations not only for research on computer-based technology in organizations, but for human resource management as well. Four pages of references conclude the report. (NB)

ED 269 725 CS 008 411

Shriberg, Linda K.
Comparison of Two Mnemonic Encoding Strategies on Children's Recognition and Recall of Abstract Prose Information.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 245p.; PhD. Dissertation, University of Wisconsin-Madison.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Associative Learning; Comparative Analysis; Elementary Education; Grade 8; Junior High School Students; Learning Strategies; *Mnemonics; *Reading Comprehension; *Reading Processes; *Reading Research; *Recall (Psychology); *Recognition (Psychology); Vocabulary Development
IDENTIFIERS- *Keyword Method (Language Learning)

As an extension of an earlier investigation that examined the effects of mnemonic strategy application on children's memory for abstract prose passages, a study compared the benefits accrued by students taught two different variations of the mnemonic keyword method for learning abstract prose information, via tasks of associative recognition and associative recall, both immediately after instruction and three days later. Subjects included 183 eighth-grade students assigned to one of four instructional conditions: (1) keyword-symbol picture, which provided semantically based representations and conventional symbols for encoding the relatively abstract attribute information and then integrated picture referents with a keyword referent; (2) keyword-keyword picture, which provided phonetically based concrete words for encoding the relatively abstract attribute information and then integrated the picture referents with a picture of another keyword referent; (3) control-passage, which provided students with a second opportunity to read the story passages and its associated attributes; and (4) control-list, which provided students with a list of each name with its associated attributes. Results supported the efficacy of semantically and phonetically based strategy applications for learning abstract prose information. (Appendixes include story passages, instructions, study passages, and test pages for all conditions.) (HOD)

ED 269 753 CS 008 462

Hynd, Cynthia R.; And Others

Computers in the College Reading Program: A Basic Primer. College Reading and Learning Assistance Technical Report 86-05.

Georgia State Univ., Atlanta.
PUB DATE- Mar 86
NOTE- 18p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Educational Objectives; *Evaluation Criteria; Higher Education; *Program Development; Reading Improvement; *Reading Instruction; *Reading Programs; Remedial Reading
IDENTIFIERS- *Software Evaluation

While college reading programs have lagged behind public school systems in the procurement of computers, a move toward using computers to provide at least part of the instruction in postsecondary reading programs seems to be gaining momentum. With the abundance of software on the market, lab personnel need a categorization scheme to use while reviewing and evaluating programs. Among such systems are seven types of programs pertinent to the needs of college reading instructors: (1) authoring systems/languages, (2) teacher aids/utilities, (3) database management systems, (4) word processing systems, (5) simulations/adventures, (6) computer assisted instruction, and (7) game programs. The organization of the curriculum should be considered before purchasing software, as should four generally accepted goals of instruction: success in college content classrooms, improved performance on reading tests, improved reading efficiency, and increased motivation to read. Finally, each college reading program will need to evaluate its needs before purchasing software, and evaluate each piece of software in terms of compatibility with existing hardware, instructional and technical quality, interactive capability, and flexibility. (A software evaluation sheet and a list of college reading and learning assistance technical reports are included.) (HTH)

ED 269 768 CS 209 682

Hogge, Joan Ellet
Understanding the Writing Process through Brain Hemisphere Neurology.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Behavior Patterns; *Brain Hemisphere Functions; *Coherence; *Learning Disabilities; Neurological Impairments; Paragraph Composition; *Writing Difficulties; Writing Exercises; Writing Improvement; *Writing Processes; *Writing Research
IDENTIFIERS- *Discourse Modes

Acknowledging that ordering, spatial orientation, and synthesis are important properties in achieving clarity in writing, a study investigated the biological influences on students' writing processes and ways to help writers produce more coherent written products. Subjects, two males and four females ranging in age from 19 to 40, were tested using a modified "Symbol Language Battery," an instrument designed by neurologist Warren Weinberg to test modal writing of normally intelligent subjects with developmental disorders. The instrument required each subject to write a short paragraph of three to seven sentences in each of four modes of writing: narration, description, classification, and comparison/contrast. Subjects were given an overview of the modes as rhetorical strategies and asked to write in the modes in ascending order of difficulty in four hour-long sessions. Subjects' learning disability evaluations were also compared with a Xenon Blood Flow Study to verify the location of their deficiency and to design task-specific exercises. Subjects were then retested and reevaluated. Preliminary results indicated that Xenon pictures of subjects' brains were suggestive of subjects' surface writing problems. Improvement in the second writing samples indicated that exercises addressing particular deficiencies altered writing behavior in some subjects. (HOD)

ED 269 842 EA 018 324

Nigro, Kirk A.
Developing Confidence and Self-Motivation in Teachers: The Role of the Administrator.

PUB DATE- Mar 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Self Esteem; *Teacher Administrator Relationship; *Teacher Morale; Teachers

Teacher morale is based on the teacher's self-esteem. Teachers who feel appreciated, important to the realization of organizational goals, professionally and intellectually capable of contributing to organizational outcomes, and accepted as competent by their supervisors have the high self- esteem needed for good morale. To develop confidence in teachers and enhance morale, administrators can (1) stand up for those in subordinate positions and recognize their efforts; (2) hire strong people who will add to the capabilities of the staff; (3) establish and maintain open, efficient, and effective lines of communication; (4) avoid making excessive demands on teachers' time; and (5) be ready to admit mistakes and to forgive a few mistakes by others as well. (PGD)

ED 269 857 EA 018 395

Kees, Patricia W.
Database Management: A Deterrent to School Crime.
PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Change Strategies; Crime; *Crime Prevention; Data Analysis; Database Management Systems; *Data Collection; Delinquency; Discipline; Pilot Projects; Secondary Education; *Student Behavior; Student School Relationship
IDENTIFIERS- Duval County Public Schools FL; *School Crime and Misbehavior Project

The School Crime and Misbehavior Project, conducted under the auspices of the National Alliance for Safe schools and the National Institute of Justice, was aimed at providing school districts with a system to reduce crime and the fear of crime in the schools. The Duval County (Florida) Public Schools implemented the 2-year program as a pilot project in 16 secondary schools beginning in the 1983-84 school year. The program involved adapting the district's computerized student information system to monitor school crime and misbehavior incidents, developing strategies to help schools maintain safe learning environments, and establishing cooperative teams composed of school personnel, criminal justice personnel, and community service agencies. The monitoring process enabled schools to identify incidents by type, location, time, and participants. This permitted recognition of patterns and the opportunity to design solutions targeted at the most significant problems. A workshop was conducted to introduce building principals to the concept and processes. The program resulted in significant improvements in many areas of both misbehavior and criminal activity, and 64 percent of the participating project administrators felt the program had been worth the effort. Appendixes present examples of data reporting, analysis, and other forms used in the project. (PGD)

Sylwester, Robert
Dramatic Developments in the Neurosciences Challenge Educators.
Oregon School Study Council, Eugene.
PUB DATE- 86
NOTE- 5p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)

DESCRIPTORS- *Educational Needs; *Educational Trends; Foundations of Education; Futures (of Society); Inservice Teacher Education; *Scientific Research; Teacher Education; Technological Advancement
IDENTIFIERS- *Brain Research

Recent dramatic developments in brain research and technology suggest that a comprehensive understanding of how the human brain works may soon be within reach. Just as the ability of the medical profession to treat patients improved dramatically with the advent of effective research skills and technology concerning the structure, biochemistry, and functions of the body, so the ability of the educational profession to teach students should improve dramatically once new knowledge replaces the traditional folklore of education. Among the recent critical developments in brain study have been major discoveries about molecular changes that occur within individual neurons when learning and memory take place, significant findings related to the architecture of brain networks and the effects of neurotransmitters, and improvements in brain imaging machines made possible by advances in computer technology. To respond effectively to this new knowledge, educators must become informed about neuroscientific concepts. The teaching of such concepts should be included in teacher education programs and made available through inservice education. (PGD)

ED 269 948 EC 182 734

Infant-Toddler Screening Guide. Field Test Edition.

Pinellas County School Board, Clearwater, Fla.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Nov 85
NOTE- 81p.; Small print in sample forms may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Coordination; *Disabilities; *Identification; Infants; Needs Assessment; Program Costs; *Program Development; *Program Implementation; Screening Tests; Young Children

Intended for use by education, health, and child care specialists, the manual describes the development of an interdisciplinary community-based screening program for infants and toddlers. Part I examines four basic planning considerations: needs assessment, personnel, instrumentation, and parents' needs. Part II focuses on aspects of program implementation: screening arrangements, personnel training, the screening process, case review, and follow-up. The final part addresses cost considerations, including start-up costs, continuing costs, and interagency cooperation/personnel needs. Examples from a pilot project are cited throughout, and sample forms, letters, and procedures are also provided. (CL)

ED 269 584 CE 044 373

Caracelli, Valerie J.
The Career Goals of Reentry Women: A Not So Hidden Agenda.
PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Adult Students; *Career Choice; Educational Research; *Females; *Goal Orientation; Higher Education; Longitudinal Studies; Nontraditional Students; *Reentry Students; Self Concept; Student Attitudes

A pre- and posttest academic year longitudinal design was used to document the early transition experience of adult women entering or returning to college who differ along motivational dimensions and expectations. In 1981 and 1982, two cohorts of volunteer subjects were recruited from Fordham University's EXCEL program, a special entry program for adults leading to a bachelor of arts degree. A combined sample of 61 women was administered the California Q-set, Tennessee Self-Concept Scale (TSCS), and College Transition Inventory. Women were classified according to career goal focus as integrators (focused career goals) and seekers (unfocused career goals). Personality profiles of integrators and seekers were surprisingly similar. Differences on Q-items gave integrators an advantage in a college environment. Subscale scores of the TSCS showed that the two groups were different at the time of college entrance, integrators had higher mean scores, and during the first year of transition, the gap widened. Academic performance for both groups over a 2-year period was above average. At the end of their first year most women had positive attitudes about their college experience. No significant difference in persistence existed between the two groups. (Data tables are appended.) (YLB)

ED 269 640 CE 044 491

Smith, Nancy E.

Teaching Job-Related English as a Second Language. Revised.

Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 15p.; A revision of ED 248 717.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Bilingual Education Programs; Classroom Techniques; Educational Research; *Educational Resources; *English (Second Language); Job Training; *Limited English Speaking; Research Utilization; *Second Language Instruction; Teaching Methods; Vocational Education; *Vocational English (Second Language)

Limited English proficient adults represent a special population group served by the federally funded Adult Education Act. Usually, limited English speakers attend English as a second language (ESL) classes offered by state and local agencies. In the last decade, changes in the approach to ESL instruction have deemphasized academic ESL and focused instead on providing job-related English as a second language. Many parallels exist between program designs for bilingual vocational training and adult basic education-English as a second language classes because the adult learners in both cases are of limited English proficiency and because their educational needs or goals are similar. The overall purpose of adult education is to enable participants to function better in society. For most adults, second language learning should be based on the communication and life coping skills needed on the job and outside the classroom. The products developed for the federally funded bilingual vocational training program are valuable resources for use by educators who work with limited English proficient adults. Because the products have been field tested with limited English proficient adults--and have been shown to work--the job-related English as a second language program strategies and practices described in these products are valuable to ESL teachers. These strategies can improve adult basic education and ESL classes for adults who are limited English proficient. Research and programs concerning teaching limited English speaking persons are described in this paper. A bibliography is appended. (KC)

ED 269 683 CG 019 068

King, Richard B.; And Others
Differentiating Conduct Disorder from Depressive Disorders in School Age Children.
PUB DATE- Apr 86

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Aggression; *Behavior Disorders; *Children; *Depression (Psychology); Discipline; Family Influence; Identification; *Locus of Control; *Parent Child Relationship; Parent Influence; Problem Children

Due to similarities in symptomatology, childhood depression has often been misdiagnosed as conduct disorder. Differentiating between the two disorders would help to direct the appropriate interventions for each disorder. Children (N=48) between the ages of 6 and 13 years and their parents participated in a study designed to analyze variables which could discriminate children who display depressive or conduct disorders from those who are free of significant disturbance. Children were selected by their teachers or school counselors as being conduct disordered or normal in conduct. Sixteen of the subjects were normal controls screened for psychopathology. The remaining 32 conduct disordered subjects were administered the Children's Depression Inventory and were classified as either depressed (N=16) or as conduct disordered (N=16). Children also completed the Nowicki-Strickland Locus of Control Scale for Children and the aggression scale of the Frost Self-Description Questionnaire. Parents completed the Beck Depression Inventory, the Maryland Parent Attitude Survey, and the Family Adaptability and Cohesion Evaluation Scales II. A two-group discriminant function analysis identified five variables that maximally differentiated the depressed/acting out group from the conduct disordered group: parental disicpline, locus of control, parental depression, interalized aggression, and family adaptability. These variables support research suggesting that depressed children often have a depressed parent; receive harsh, power-assertive discipline from their parents; have a rigidly adaptive family style; have a more internal locus of control; and tend to internalize aggression more than do non- depressed conduct disordered children. (NB)

ED 269 711 CG 019 098

Hanson, Shirley M. H.; Bozett, Frederick W.
Fatherhood: Developmental and Contextual Perspectives.
PUB DATE- Nov 85
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Family Life; Family Structure; *Fathers; Males; Nurses; *Parent Child Relationship; *Parent Role; *Role Perception; Sex Differences
IDENTIFIERS- *Nurturance

Recently, there has been increased interest in the changing role of men, with emphasis on nurturing, parenting, and the role of fathers with their families. Participating in childbirth classes enhances a man's knowledge of pregnancy and of birth, increases his understanding of the father role, and elevates his self-confidence as a parent. Being present during delivery can enhance the man's feelings of well-being and affection for his family. Research on fathering during infancy has shown that infants attach to fathers as well as to mothers. Research on fathers and preschoolers is too sparse to draw substantive conclusions on the father-preschooler relationship. Most fathers of latency-aged children feel pressured by occupational demands and tend to assume an instrumental rather than an expressive role with their children. Relationships with sons appear to be easier than relationships with daughters. Relationships with adolescent children may be explosive and difficult, and little time is spent together between fathers and adolescents. Fathers gradually develop a collegiality and mutuality with their adult children and most attach significance to and derive satisfaction from the experience of being a grandfather. Variations of family forms which merit special attention when examining father roles include: (1) single parent families; (2) dual-earner families; and (3) unwed teenage fathers. Nurses can act as a social force to increase involvement of men in both child care and family life and can promote quality fathering by the way in which they administer programs, practice nursing, educate students, create theory, and conduct research. A three-page list of references is included. (NB)

ED 269 739 CS 008 441

Evans, Ron; And Others

The Effects of Sentence Combining Instructions on Controlled and Free Writing and on Scores for Standardized Tests of Sentence Structure and Reading Comprehension.

PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmental Stages; Elementary Secondary Education; Higher Education; *Integrated Activities; *Reading Comprehension; Reading Instruction; *Reading Research; *Reading Writing Relationship; *Sentence Combining; Sentence Structure; Skill Development; Syntax; Writing Instruction

A series of studies was conducted to explore three trends that have emerged from sentence combining research: (1) students with lower abilities in sentence combining and reading comprehension tend to register higher gains in both areas as a result of sentence combining instruction; (2) the broader the range of any student's sentence combining strategies, the better he or she will do in reading comprehension; and (3) specific syntactic constructions or combining transformations are indigenous to identifiable chronological stages of development. Subjects in the studies were 30 college juniors at The University of West Florida and 71 twelfth-grade and 30 sixth-grade students in the panhandle region of Florida. Results indicated that sentence combining instruction most influenced the reading and writing development of students with low abilities in these areas, that the integration of traditional and transformational sentence combining strategies influenced high school students just as dramatically as exclusive instruction in sentence combining, and that sentence combining most sensitively distinguished between and measured gains among the reading and writing skills of students who began such instruction with the lowest skills. Overall, the findings confirmed the bond between syntactic constructions in reading and writing. Two pages of references and three tables of findings conclude the document. (FL)

ED 269 626 CE 044 448

Stern, David; And Others
One Million Hours a Day: Vocational Education in California Public Secondary Schools. Policy Paper No. PP86-3-2.
Policy Analysis for California Education, Berkeley, CA.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PP-86-3-2
PUB DATE- Mar 86
NOTE- 68p.
AVAILABLE FROM- Policy Analysis for California Education, 3659 Tolman Hall, University of California, Berkeley, CA 94720 ($3.50; 10 or more--10% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Dropout Prevention; *Educational Needs; Educational Philosophy; *Educational Policy; Employment Patterns; High Schools; High School Students; Integrated Curriculum; Job Skills; Job Training; *Outcomes of Education; Program Effectiveness; Program Improvement; *Public Schools; Skill Development; *State Programs; Unemployment; *Vocational Education; Vocational Schools
IDENTIFIERS- *California

Eleventh- and twelfth-grade students in California comprehensive high schools and Regional Occupational Centers/Programs spend about one million hours a day on vocational education. California students who took a concentrated sequence of high school vocational subjects during 1981 had a 26 percent unemployment rate in the spring of 1982, compared to a 23 percent unemployment rate among all 16- to 19-year-olds and 27 percent unemployment rate among high school dropouts. Evidently, high school vocational training did not give students any relative advantage in finding jobs after they graduated, nor was it effective in dropout prevention. Furthermore, there is no evident way in which reallocating resources among existing high school vocational programs would bring about much improvement in labor market outcomes for graduates. Instead, fundamental changes should be made in vocational education at the secondary level. Comprehensive high schools should stop trying to provide skill training for entry-level jobs and instead should use vocational education to prepare young people for a working life of continual learning, problem solving, and communicating. To accomplish this broader purpose, vocational education should include all students at some point in their high school career. The success of vocational education in high schools should be measured by improved performance in academic subjects, lower dropout rates, and lifelong gains in productivity at work. (KC)

ED 269 813 CS 505 251

Friedrich, Gustav W.
Defining Teacher Communication Competence.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; Classroom Communication; *Classroom Observation Techniques; *Communication Research; Educational Trends; Interpersonal Communication; *Research Methodology; Research Needs; Speech Communication; *Teacher Behavior; *Teacher Effectiveness; *Teacher Evaluation

Instructional communication research may be examined from the perspective of teacher effectiveness research, based on three dominant 20th-century philosophical traditions: logical empiricism, interpretive theories, and critical theory. Since at least 1896, scholars have used empirical research methodology (largely "logical empiricism," modeled after the approach of the natural sciences) to shed light on what it means to be an effective teacher. Approaches have ranged from naturalistic descriptions of teacher classroom behaviors to tightly controlled experiments that manipulate such variables as teacher clarity in order to assess their impact on student learning, and have included examining teacher evaluation rating scales and studying the cognitive processes that mediate instructional stimuli and learning outcomes. As a result of the criticisms against logical empiricism, other researchers are beginning to use interpretive inquiry, that is, observing and analyzing human behavior in natural settings to discover what and how people learn through interacting with others. Finally, the critical inquiry approach takes into account historical-ideological movements. Despite this diversity of approaches, however, the vast majority of instructional communication research has been conducted from within the trait-rating tradition of empirical inquiry. While success in these efforts is important, the usefulness of instructional communication research is likely to be enhanced by encouraging the use of other research methodologies. (HOD)

ED 269 872 EA 018 473

Cimperman, Ruth M.
Women in Leadership Roles: A Field Study of Women Administrators' Perception of Self.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Demography; *Females; Higher Education; Leadership; *Leadership Styles; Self Concept; *Sex Differences; *Sex Discrimination; Sex Fairness; Sex Stereotypes; Tables (Data); Two Year Colleges
IDENTIFIERS- Wisconsin Vocational Technical Adult Ed Districts; *Women Administrators

The female higher education administrator was chosen as the subject of study because of the lack of data on women administrators' views of their own leadership behavior and their history of low status. Recent literature on leadership and gender has supported the concept that an effective leader cannot be defined by gender or gender-related traits. The purpose of this study was to determine if men and women who hold administrative positions in postsecondary institutions vary in their self-preceptions of leadership behavior. Four hundred forty-four respondents from two-year colleges in Wisconsin completed self-perception instruments; 320 were male and 115 were female. The data showed that perceptions about leadership style, range, and adaptibility are the same. Also, given that self-perception is closely related to behavior, and that there is no significant difference among the self-perceptions of male and female administrators, it can be hypothesized that there is no significant difference in leader behavior among the male and female administrators that were studied. Knowledge of this similarity in self-perception contributes to breaking down myths about male and female leaders seeing their role as task-oriented or nurturing, respectively. It is vital that more research be undertaken to dispel negative stereotypes that have hindered the progress of women in leadership positions in educational, industrial, political, religious, and business institutions. Fifty-eight references are appended. (GJ)

ED 269 915 EC 182 399

Bright, Eric H.

The Lamberton Project: A Secondary Program Using Experiential Learning.

PUB DATE- Apr 86

NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Resources; Experiential Learning; Job Skills; *Moderate Mental Retardation; Secondary Education; *Severe Mental Retardation; Vocational Adjustment; *Vocational Education; *Work Experience Programs

An experiential learning program for secondary moderate and severe mentally handicapped students allows them to learn practical skills and habits needed for adulthood. The program incorporates meaningful jobs within the school, on school grounds, and within the community. Components include a classroom store, practical reading lessons involving shopping lists and form completions, walking field trips, overnight trips, and activities using the telephone. The development of good work habits is stressed. Students are placed in community job training sites and their performance is monitored. Program involvement is specified in the Individualized Education Program (IEP). (CL)

Hoopes, Janet L.
The Adopted Child in School: High Risk for Learning Disabilities.
PUB DATE- Mar 86
NOTE- 30p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adopted Children; *Behavior Patterns; *High Risk Students; Incidence; *Learning Disabilities; Longitudinal Studies; Student Characteristics

Longitudinal studies of adopted children are reviewed, and they suggest a higher risk for learning disabilities among that population. The first study revealed significant differences in teacher ratings between adopted and biological children, and pointed out the influence of parental expectation and attitudes on child adjustment. Study 2 also suggested mild and subtle differences in behavior for adopted and biological children. It is concluded that the behavior of adopted children in the study--nervousness, restlessness, poor self concept, hostilitiy towards adults, and underachievement--suggests a higher risk for learning disabilities. A four-page list of references concludes the report. (CL)

ED 269 556 CE 042 885

Moorman, Barbara; Olmsted, Barney
V-TIME. A New Way to Work. A Resource Manual for Employers and Employees.
New Ways to Work, San Francisco, CA.
PUB DATE- 85
NOTE- 81p.
AVAILABLE FROM- New Ways to Work, 149 Ninth Street, San Francisco, CA 94103 ($25.00 plus postage and handling; 10-25--10% discount; 26-50--15% discount; 51+--20% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Case Studies; *Part Time Employment; *Program Design; Program Development; *Program Implementation; Publicity; *Recruitment; *Working Hours
IDENTIFIERS- *Voluntary Reduced Work Time

This manual for managers, supervisors, and union representatives presents information on how to implement a comprehensive program of voluntary reduced work time (V-Time) options for employees. (V-Time allows full-time employees to reduce work hours temporarily while retaining benefits.) It reports mainly the experiences of two counties and two state agencies in California. Manager, union, and employee perceptions of V-Time are reported, and case histories are provided of the State of California departmental programs (Employment Development Department and Department of Real Estate), and counties (Santa Clara and San Mateo)--all of which were involved in V-Time programs. A discussion follows of what makes V-Time work. Focuses are on support from management, program design (with policies in such areas as range of time reductions, scheduling reduced work time, duration of enrollment, application process, approval or denial of request, program termination, and employee status and benefits), and maximizing participation. Samples and worksheets are included. Helpful hints for implementation are then presented for these areas: surveys as a design instrument and program initiation, administration, and evaluation. Attachments, amounting to approximately two-thirds of the manual, include these sample materials: application agreements, promotional materials, surveys, and evaluation questionnaires. A supplemental reading list is also appended. (YLB)

ED 269 599 CE 044 394

Hayes, Chris

Four National Training Systems Compared: Achievements and Issues. Occasional Paper No. 114.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 86

NOTE- 23p.

AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC114--$2.75).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Comparative Analysis; Delivery Systems; Educational Needs; *Educational Objectives; Educational Practices; Education Work Relationship; *Foreign Countries; *Job Training; *National Programs; Needs Assessment; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Improvement; *Vocational Education

IDENTIFIERS- Great Britain; Japan; United States; West Germany

A comparison of the vocational education and training (VET) offered in Japan, the Federal Republic of Germany, and the United States revealed that programs in all three nations emphasized the following aims: competence at work, commitment of all to achieve excellence, and capacity to contribute to change. Organizations in all three nations were increasingly looking for, and prepared to help develop, people with the ability to use acquired knowledge and skills effectively in changing circumstances and in an integrated system. Although the United States appeared to be well tuned to a climate of moderate change, it appeared much less reflective about the future and appeared to lack an educational strategy, especially at the secondary level. Germany had systems that work well and in a stable environment; however, change appeared to be slow. Although Japan's VET strategies have given the country a highly educated working population, the downside of its success in corporate organization and individual service for the greater good is probably an underdevelopment in the kind of creativity that flourishes with wayward individual opportunities. Great Britain's imperial past, on the other hand, appears to continue to hamper the country's progress in the area of VET. (MN)

ED 269 613 CE 044 419

Hines, Donna

The Job Interview Process. Competency Test Package. Office Occupations. Instructor's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 41p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-421.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Business Skills; Clerical Occupations; *Competence; Competency Based Education; *Employment Interviews; Evaluation Criteria; *Job Application; Learning Modules; *Occupational Tests; *Office Occupations Education; Office Practice; Postsecondary Education; Secondary Education; Skill Development; Special Education; Student Evaluation; *Test Items; Vocational Education

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests on the job interview process cover applications for employment, clerical employment tests, sample interview questions, and job interview evaluation forms. (This competency test package can be coordinated with a slide/tape module.) (KC)

ED 269 783 CS 209 741

O'Keefe, Heather C.

A Strategy for Playing in the Majors When You're in the Minors.

PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; Competition; Cooperative Planning; Higher Education; *Institutional Cooperation; School Community Relationship; Simulation; *Teaching Methods

Noting that advertising students in smaller colleges have little opportunity for exposure to major advertising companies as role models, the advertising class at a North Dakota university was given the opportunity to design an actual magazine layout to promote the university's Aerospace Science Center. The winning ad, as judged by the dean of the center and his staff, would be published in three issues of a trade magazine for pilots with a circulation of 88,000. The assignment was carefully structured to mirror as closely as possible the actual working relationship with a client--in this case, the public relations specialist of the center--while still making the most of instructional opportunities. Following presentations by the client, the class explored the target market, and then the strengths and weaknesses of the program. Next, students had to devise a campaign that took into consideration monetary constraints, and using both a thematic approach and one that emphasized a different selling point in each ad. Finally, the students explored appropriate styles for the ad. The assignment was greeted with more enthusiasm than any previous class project. Students, who felt challenged, developed materials for their portfolios and were exposed to the competition and criticism that results from high industry standards. (HTH)

ED 269 798 CS 209 781

Hunter, Paul

Living with Wolves: Developmental Writing and the Rhetorical Ideal of Life.

PUB DATE- 17 Oct 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Texas Association of Developmental Educators (4th, Houston, TX, October 17-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Programs; *Educational Philosophy; Educational Theories; Higher Education; Intellectual History; *Pragmatics; *Rhetoric; Rhetorical Criticism; *Writing Instruction
IDENTIFIERS- *Basic Writing; Educational Issues; *Idealism

Arguing that developmental writing programs should remain rhetorical rather than philosophical, this paper reviews some issues in the history of rhetoric that are relevant to those who teach writing in open-door colleges. The paper begins with an explanation of some of the basic arguments between the Greek philosophers and the rhetoricians--Gorgias, the sophist; Plato, the idealist and utopian; and Aristotle, author of "The Rhetoric." The second part of the paper develops the concept of the rhetorical ideal of life, which is essentially an attitude of pluralism in conflict with the philosophical attitude of monism. The third part of the paper continues the discussion of the conflict between rhetoric and philosophy into the modern debate between pragmatism and positivism, arguing that traditional instruction in composition emphasizes philosophic positivism to the detriment of rhetorical pragmatism. The paper concludes with a discussion of some of the consequences of pragmatism for the teaching of developmental writing. (HOD)

Adkins, Gale R.
Use of the Specialist Team in Instructional Television.
PUB DATE- 81
NOTE- 14p.; Portions of this article were abstracted from an earlier article published in "Journal of Educational Television," v7 n2 1981.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Cooperative Planning; Coordination; *Educational Television; Instructional Design; *Production Techniques; Program Design; *Programing (Broadcast); Specialists; Speech Communication; *Teamwork; *Technical Assistance

The specialist team approach to the design and preparation of instructional television materials uses a core group of professionals who work closely together, each making unique contributions throughout the duration of a project. Typically the team consists of content authorities, an instructional designer, a writer, a producer-director, and a researcher. The best known users of the team approach are the Children's Television Workshop, the British Open University, the Agency for Instructional Television, the University of Mid-America, and the National University Consortium. This "evolutionary" approach to the creation of program series is both traditional and practical in American public television stations. When a decision is made to implement a new series, personnel become involved one at a time or in task-oriented meetings of necessary personnel. Producer, writer, content specialists, director, researcher, and others are designated and consulted when the need for their services becomes evident. Unfortunately, this approach misses some of the most important advantages of the team concept. Lost are the early and continuing opportunities for specialized contributions and creative interaction and the minimized likelihood of a project being deprived of some particular expertise that would lead to a more effective program or more efficient procedures. Nevertheless, application of the specialist team concept tends to result in a more effective and productive use of the particular skills of key professionals whose expertise is needed on an instructional television project. (HOD)

ED 269 843 EA 018 328

OSP. On Site Needs Assessment and Long-Range Planning for Sex Equity: An Introduction to the Model. Revised.

Michigan State Dept. of Education, Lansing. Office for Sex Equity.

PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultants; Elementary Secondary Education; Federal Regulation; Long Range Planning; Needs Assessment; School Districts; *Sex Fairness; State Departments of Education; State School District Relationship
IDENTIFIERS- Michigan; On Site Needs Assessment Long Range Planning Model; Title IX Education Amendments 1972

The On Site Needs Assessment and Long-range Planning (OSP) Model designed by the Michigan department of Education's Office of Sex Equity is a consultation service provided at the request of Michigan's local or intermediate school districts. The first of the OSP Model's three phases covers assessment of a district's level of sex equity and degree of compliance with Title IX; the second phase focuses on development of a long-range plan to address any areas of noncompliance found; and the third phase monitors the implementation of the planned remediation efforts. The first phase involves review of district documents, observations in classrooms and other school spaces, and interviews with selected staff members and students. In the second phase, a random sample of staff members and students is surveyed, major and minor areas of noncompliance are identified, planning processes are established, and the plan itself is developed and scheduled. In the third phase, representatives of the Office of Sex Equity consult with district officials to see that the plan is carried out as intended. Charts of the three phases explain the relationships among the agencies involved in the process and identify associated costs. (PGD)

ED 269 900 EA 018 511

Webster, Sheila J.; Novak, John M.

Inviting Policy Development: From Public Relations to Public Creations.

PUB DATE- 19 Apr 86

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Organization; Advisory Committees; *Citizen Participation; Community Control; Cooperative Planning; Elementary Secondary Education; Foreign Countries; Needs Assessment; *Participative Decision Making; *Policy Formation; Politics of Education; *Public Relations; *School Community Relationship; Student Participation

IDENTIFIERS- Canada; *Invitational Education

Inviting policy development is an attempt to cordially summon those who are involved and affected by rules, codes, and procedures to understand and participate in the formulation, implementation, and evaluation of policies. This paper first presents criteria for an invitational framework for policy development and then goes on to discuss the nature of public participation during each of the six characteristic steps of policy analysis: problem definition, determination of evaluation criteria, identification of alternatives, evaluation of alternatives, comparison of alternatives, and assessment of outcomes. These criteria are then applied to three levels of educational policymaking: (1) inviting policy analysis in the classroom; (2) inviting policy analysis in the boardroom--expedient vs. participatory politics; and (3) inviting policy analysis at the provincial level. A short bibliography is included. (TE)

ED 269 949 EC 182 735

Woods, James; And Others

The Expanded Placement Process. Work Center Staff Training Programs.

Focus Inc., Jonesboro, AR.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 85
NOTE- 131p.; Page 109 will not reproduce clearly. Pages 110 and 114 contain small print.
GRANT- G006800010
AVAILABLE FROM- Focus, Inc., 2917 King St., Suite C, Jonesboro, AR 72401.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Employment; *Job Placement; Job Skills; *Productivity; *Sheltered Workshops; Staff Development; *Training Methods

The manual describes the Focus Expanded Placement Process, an approach to implementing training programs in sheltered work centers. Trainers are offered solutions to common problems, with sections on the following topics: breaking down initial resistance to training; individualizing training; creating a learning atmosphere; making training relevant and practicable for each work center; and assessing workshop attitudes toward placement prior to the implementation of training. An overview of the focus approach is followed by individual chapters on four expansion components: (1) training and supervisory skills of direct service personnel, (supervisors, clients, and productivity); (2) direct service personnel in supportive work training (job readiness, objective observation); (3) direct service personnel in job development (job assessments of local businesses, interviews with employers); (4) direct service personnel in supportive work placement (independent living training). (CL)

ED 269 572 CE 044 275

Hotchkiss, Lawrence

Effects of Schooling on Cognitive, Attitudinal, and Behavioral Outcomes. Technical Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 166p.; A product of the School Effectiveness for Employability Project.

GRANT- NIE-G-83-0005-P-1

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Dropouts; Educational Improvement; *Educational Practices; High Schools; High School Students; *Institutional Characteristics; Models; Occupational Aspiration; *Outcomes of Education; Research Methodology; Research Utilization; School Effectiveness; Socioeconomic Background; *Student Characteristics; *Track System (Education); Values; Vocational Education

IDENTIFIERS- High School and Beyond (NCES)

This report attempts to answer criticisms that have been leveled against existing research on effective schooling. The research reported has three important features: (1) it is based on a major national survey--High School and Beyond (HSB)--with longitudinal information on each respondent; (2) measures are not restricted to verbal and quantitative test scores; and (3) dynamic modeling with differential equations is applied to guide the statistical analyses. Ten outcomes are examined by the study: verbal test, quantitative test, science test, civics test, educational expectation, occupational expectation, self-esteem, locus of control, work values, and deportment. Four relatively distinct studies are presented in this report. The first examines differences among the 1,000 schools in the HSB sample on the average level of all 10 outcomes. Having found in the first study that different schools do produce differing levels on the 10 outcomes, the second study investigates school characteristics that may account for those differences. It finds that sector (private/public), school desegregation, and teacher labor relations have little or no effect on the outcomes, while demographic composition, student context, and policy variables have an important effect on test scores, career expectations, and/or self-esteem. The third study compares the effects of dropping out of school on quantitative and verbal test scores. This study concludes that the last two years of high school are effective in bolstering verbal and quantitative skills of most students and that black youth suffer more from dropping out of school. The fourth study examines effects of curriculum track (academic versus nonacademic) on all 10 outcomes, and finds that effects of tracking on all outcomes except work values are strong, although less so when endogenous variables are controlled. Recommendations based on the studies are presented. (KC)

ED 269 585 CE 044 374

Laveault, Dany
The Evaluation of Adult Intelligence: A New Constructivism.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adult Education; *Adults; Cognitive Ability; *Cognitive Development; Cognitive Psychology; *Intelligence; Intelligence Tests; *Models; *Personality Traits
Previous research on adult cognition has focused mainly on the distance that separates the adult from the "formal standard" and on the factors that interact with formal operations whether they are moderators of competence or a hypothetical fifth step. Results of new clinical research on adults can be used to argue for a new constructivism of adult intelligence where equilibrium processes and structuralization of intelligence operate differently from children. This new constructivism is called "adaptability" and accounts for four characteristics of adult intellectual evaluation: stability, flexibility, generalizibility, and organizibility of operations. The model of adaptability can be derived from Piaget's theory when one departs from the idea that formal operations are the essential component of adult intelligence. This suggests that intellectual evaluation of adults could be made more appropriate if it would concern itself more with adult adaptability and concentrate less on adult formal ability. (Author/YLB)

Elliott, Ronald T.; Benson, Robert T.
V-TECS Guide for Word Processing.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 86
NOTE- 108p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Check Lists; Criterion Referenced Tests; *Job Skills; Learning Activities; *Office Occupations Education; Secondary Education; State Curriculum Guides; Student Evaluation; *Word Processing
IDENTIFIERS- Vocational Technical Education Consortium States

This Vocational-Technical Education Consortium of States (V-TECS) curriculum guide is designed to provide job relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing in word processing. It may be used with any teaching method chosen by the instructor. The guide covers six duties of the occupation: organizing and planning, supervising and implementing, performing clerical activities, performing mail-handling activities, performing transcription activities, and performing keyboarding (typewriting) activities. Each duty is divided into from 1 to 10 performance objectives. Noted under each performance objective are the task, conditions, standard, source for standard, performance guide, enabling objective(s), resources, suggested teaching activities, a criterion-referenced measure, and a checklist for performance objective evaluation. Student worksheets, answer keys, and samples are included as needed. Appendixes include definitions of terms, a bibliography, a cross-reference table of duties and tasks, and equipment lists. (YLB)

ED 269 656 CG 019 041

Spirito, Anthony; And Others

The Relationship between Social Skills and Depression in Adolescent Suicide Attempters.

PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (Houston, TX, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Depression (Psychology); *High Risk Persons; *Interpersonal Competence; *Psychological Patterns; *Suicide

Although suicide is the second leading cause of death for adolescents in the United States, there are little empirical data available on psychological factors which may lead an adolescent to consider or attempt suicide. To address this issue, the relationships among depression, social skills, and severity of suicidal attempt were investigated in 30 adolescents who were admitted to a general hospital following a suicide gesture or attempt. Subjects were classified into high (N=16) or low (N=14) risk attempters based on their history of previous attempts, lethality of attempt, and disposition (inpatient versus outpatient treatment). Subjects completed the Children's Depression Inventory (CDI), Hopelessness Scale for Children, and the Matson Evaluation of Social Skills with Youngsters. Data analysis revealed no differences between the high risk and the low risk suicide attempters on any of the self-report measures used. Nonetheless, the results suggest that overall levels of psychological distress as reflected by the Hopelessness Scale and the CDI may contribute to suicide attempts since the mean scores obtained in this study were much higher than those reported in studies with normal children and with a mixed group of child psychiatric patients. In addition, the negative relationship between depression and appropriate social skills which is seen in normal populations was not found in this group of adolescent suicide attempters. (NB)

Garis, Jeffrey; Harris-Bowlsbey, JoAnn
DISCOVER and the Counselor: Their Effects upon College Student Career Planning Progress. Research Report No. 85.
American Coll. Testing Program, Iowa City, IA. Research Div.
PUB DATE- Dec 84
NOTE- 22p.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Career Guidance; *Career Planning; *College Students; *Counseling Techniques; Higher Education; *Individual Counseling
IDENTIFIERS- Computer Assisted Counseling; *Computer Assisted Guidance; *DISCOVER System

Early career development computer systems were rich in theoretical base and took advantage of the computer's ability to store and process a large amount of information. Two types of computer-based systems exist today: guidance systems which help students learn about themselves on-line and information systems which provide search strategies through occupational and educational files. A field study with the systematic career guidance system DISCOVER was conducted in a college placement center in an attempt to evaluate the effectiveness of computer-assisted guidance within a comprehensive career counseling service of a large university. Students (N=67) with career-related concerns were randomly assigned to one of four groups, each with a different treatment: (1) individual counseling only; (2) individual counseling and DISCOVER: (3) DISCOVER alone; and ($) no treatment. Subjects completed the survey of Career Development, the Confidence and Progress in Educational/Career Planning Questionnaire, and the Career Development Inventory, and kept a behavior log. These four measures of self-rated progress in educational/vocational planning together yielded 14 scores. The trends of the findings suggest that all three treatments produced positive effects, that DISCOVER alone and individual counseling alone were equivalent in their effects as treatment modalities, and that DISCOVER combined with individual counseling produced the most positive effects. (ABL)

ED 269 698 CG 019 085

Gattiker, Urs E.; And Others
Effectiveness of Teaching Methods: Computer Literacy of End-Users.
Lethbridge Univ. (Alberta).
PUB DATE- Jul 86
NOTE- 25p.; For related documents, see CG 019 083-084.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Business Administration Education; Classroom Techniques; *Computer Assisted Instruction; *Computer Literacy; Foreign Countries; *Grade Point Average; Higher Education; Individual Differences; *Lecture Method; Simulated Environment; *Teaching Methods; Undergraduate Students
IDENTIFIERS- Canada

Computer literacy has been identified as one of the most important factors for the effective use of computer-based technology in the workplace. Managers need to know the most efficient methods available to teach computer skills to their employees in a short time. Such methods need to be suitable for all employees, whether academically gifted or weak. A study was conducted to investigate the effectiveness of the methods used in teaching computer literacy to business students at a western Canadian university. Subjects were 128 undergraduate management students taking a required micro-computing course designed to make students computer literate. Classroom methods for the course consisted of traditional lectures and computer-assisted instruction (CAI). Students' grades for the course, grade point averages (GPA), and grades in a BASIC programming course completed by approximately one-half of the subjects were examined. The results revealed that student performance using CAI was predicted by GPA and was affected by completion of the BASIC course. GPA was also found to be a significant predictor of class mark in the micro-computing course. The results suggest that hands-on teaching is superior to traditional classroom lectures, especially for less academically inclined students. Organizations should design training seminars which reflect actual work situations for the benefit or both the end-user and the company. (NB)

ED 269 726 CS 008 413

Anderson, Gordon S.
Applying Discourse Analysis, Miscue and Cohesive Analysis to Reader and Text: Classroom Implications Related to Comprehension.
PUB DATE- May 85
NOTE- 31p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Coherence; *Cohesion (Written Composition); *Discourse Analysis; Form Classes (Languages); *Miscue Analysis; Primary Education; *Reader Text Relationship; *Reading Comprehension; Reading Diagnosis; Reading Research; Story Grammar; Story Reading
IDENTIFIERS- *Text Structure

An example of reader, writer, and text transaction and interaction may be seen in a study that examined story grammar and applied propositional analysis, cohesive analysis, and miscue analysis to one reader and one text to determine comprehension. A third grade boy read and then retold the story "The Accident." The miscues were marked, coded, and analyzed. This analysis revealed that (1) the reader's retelling of the text was of lower quality as more miscues were made; (2) a high percentage of miscues was made; (3) a high percentage of miscues resulted in loss of comprehension in that portion of the text; (4) the relationship between the density of propositions in the text and the number of miscues reduced meaning; (5) when there was repetition in the text and it was not read with many proposition miscues, miscues did not reduce comprehension as indicated in the retelling; and (6) the number of ties and types of ties (immediate, mediated, and remote) had little effect on comprehension and quality and quantity of miscues. The results indicate that analysis using story grammar, propositional analysis, miscue analysis, and cohesive analysis can be applied to the interaction between author (text) and reader to determine the effects or lack of effect on comprehension, to select texts with predictable structures, to diagnose readers' strengths and weaknesses in reading, and to plan instructional activities related to texts. (A copy of the story with marked miscues and transcripts of the reader's retelling of the story are included in the appendix.) (HOD)

ED 269 754 CS 008 466

Teale, William H.; Martinez, Miriam
Teachers Reading to Their Students: Different Styles, Different Effects?
PUB DATE- Jan 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Comparative Analysis; Content Analysis; *Discourse Analysis; Kindergarten; Primary Education; *Reading Aloud to Others; *Reading Research; *Story Reading; Teacher Behavior; *Teacher Effectiveness; Teaching Methods; *Teaching Styles
IDENTIFIERS- Thinking Skills

A survey of 14 leading language arts, children's literature, and reading methods books, as well as professional journal articles and other notable books on reading to children, yielded a total of eight recommendations made by more than half of the authors, including the following: (1) prepare by previewing the book, (2) read with expression, (3) observe and encourage children's responses, and (4) allow time for discussion after reading. However, recent observations of kindergarten teachers reading to their students suggest that these recommendations do not say enough to teachers and teacher educators about the "how" of storybook reading. Observations and transcripts of two kindergarten teachers reading aloud the same book were analyzed in light of the eight recommendations for effective storybook reading. The results did not distinguish between the two teachers. A deeper analysis of the teacher talk, however, indicated differences as well as similarities between the two readings. The amount of talk by teacher B was greater than that of teacher M overall, as well as before and during the reading, but not in the discussion after the reading. Teacher B focused much more upon asking inferential questions than did teacher M, who focused twice on the episode which contained the theme of the story, while teacher B's focus was broader, giving attention to many aspects of the story. While teacher M's talk concentrated mainly on the moral of the story, teacher B can better be characterized as focusing on thinking skills. (HTH)

ED 269 769 CS 209 684

Villaume, Susan
Creating Context within Text: An Investigation of Primary-Grade Children's Character Introductions in Stories.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Characterization; Cognitive Processes; *Developmental Stages; *Discourse Analysis; Grade 1; Grade 2; Language Acquisition; Linguistic Competence; Longitudinal Studies; Primary Education; *Story Telling; *Verbal Development
IDENTIFIERS- *Story Writing

A study examined primary-grade children's ability to construct felicitous, or audience-accommodating, character introductions in their stories. The study was intended to (1) describe the linguistic variation children employed in character introductions; (2) identify cognitive factors other than egocentrism contributing to infelicitous introductions; and (3) determine the significance of development across time, mode, choice, and linguistic function.

Character introductions were identified in the oral retellings and "made up" dictated and written stories of 36 children collected in the spring of grade 1, fall of grade 2, and spring of grade 2. The qualitative portion of the analysis showed that children have implicit knowledge of the range of linguistic variation available for character introductions and that they make use of this knowledge even though it often leads to ambiguous introductions. Results also indicated that felicitous character introductions are more difficult to achieve in retellings than in "made up" stories, and that different interpretations of literacy tasks affect the likelihood of felicitous character introductions. The quantitative analysis indicated that even though construction of felicitous character introductions increased over time, the increase was affected by the mode of communication us?' in the task and children's growing ability to coordinate multiple narrative functions within an introductory clause. The findings support the view that language development cannot be analyzed as a step-wise addition of skills but must be analyzed as a dynamic process involving interactions between multiple social, linguistic, and cognitive dimensions. (HTH)

Jarc, Jerry A.
Development and Public Relations for the Catholic School. NCEA Keynote Series No. 3.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 68p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007 ($6.60 prepaid; actual shipping and handling charges will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Catholic Schools; Educational Improvement; Elementary Secondary Education; *Fund Raising; *Institutional Advancement; Private School Aid; *Public Relations; *Student Recruitment

Catholic elementary and secondary schools are facing increasing costs, more complex administrative demands, and limitations on the amount of revenue that can be expected from traditional sources within the church congregation. To find new sources of support these schools must adopt the techniques of development used successfully by colleges and universities. "Development" involves identifying, coordinating, and expanding the positive forces within an institution to enable that institution to meet its potential. The process includes efforts to improve the institution to match the image desired as well as to communicate that image to those offering support. Development focuses on four points: the quality of the product or service provided, the quality of the institution's management, public perception of the institution, and the institution's ability to take advantage of available resources. Following an introduction to development concepts, this handbook offers practical considerations of public relations, financial resource development, and student recruitment. The school's publics are defined and the uses of public relations calendars and committees are outlined; essential elements in resource development programs are discussed and several specific methods for generating revenue are described; and techniques for persuading students, identifying potential students, and managing recruiting activities are presented. (PGD)

ED 269 887 EA 018 491

Van Til, William, Ed.
ASCD in Retrospect. Contributions to the History of the Association for Supervision and Curriculum Development.
Association for Supervision and Curriculum Development, Alexandria, Va.

REPORT NO.- ISBN-0-87120-135-6
PUB DATE- 86
NOTE- 106p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 (Stock No. 611-86014; $8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Curriculum Development; *Educational History; Educational Research; Ethnic Groups; Group Dynamics; Humanistic Education; Institutional Role; *Professional Associations; Social Influences; *Supervision

IDENTIFIERS- *Association for Supervision and Curriculum Devel

Nine past presidents, the current president, and the executive director of the Association for Supervision and Curriculum Development (ASCD) contributed a chapter each to this history of ASCD and the fields it has represented since its founding in 1943. The book's editor, William Van Til, provides an introductory overview of the organization's developing role through the years. The individual chapters and their authors are "ASCD and Its Beginnings," by J. Galen Saylor; "ASCD and Group Process," by Alice Miel; "ASCD and Supervision: The Early Years," by Prudence Bostwick; "ASCD and Curriculum Development: The Early Years," by William M. Alexander; "ASCD and Social Forces," by Van Til; "ASCD and Ethnic Groups," by Phil C. Robinson; "ASCD and Research," by Jack Frymier; "ASCD and the Humanist Movement," by Arthur W. Combs; "ASCD and Supervision: The Later Years," by Gerald R. Firth; "ASCD and Curriculum Development: The Later Years," by O. L. Davis, Jr.; and "ASCD and the Years Ahead," by Gordon Cawelti. (PGD)

ED 269 932 EC 182 716

Gelzheiser, Lynn M.
Instruction that Affords Skill Transfer.
PUB DATE- Mar 86
NOTE- 15p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discovery Learning; Elementary Secondary Education; *Generalization; *Learning Disabilities; Teaching Methods;

*Transfer of Training
IDENTIFIERS- Direct Instruction

This report discusses four different types of instruction which enable learning disabled or low achieving students to learn well enough to transfer the skill to a novel situation. After asserting that generalization depends on systematic instruction, the paper describes the four procedures: (1) teacher-directed generalization; (2) direct instruction for generalization, in which training for generalization is incorporated into instruction; (3) reciprocal teaching, in which preparation for generalization occurs throughout the instruction; and (4) a directed but discovery-oriented approach, in which students are helped to look for patterns and regularities in their learning. Critical aspects of instruction for generalization are identified, including student understanding of the goal of the task and sufficient opportunity for practice. A study demonstrating the effectiveness of invariance training, in which students were taught that written symbols and sounds corresponded, and were urged to search for regular relations between letters and sounds, is cited. (CL)

ED 269 684 CG 019 069

Heflinger, Craig Anne; Dokecki, Paul R.

Mental Health Policy for Children and Youth: A Methodological Framework and Initial Findings.
PUB DATE- 5 Apr 86
NOTE- 10p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; *Mental Health; Mental Health Programs; Policy; *Policy Formation; *Research Methodology; Standards; *State Programs

Fischer presented a methodological framework which combined empirical methods of data collection with interpretive and philosophical approaches to provide a useful model for studying mental health policy for children and adolescents. The levels of the method include: (1) study of cause-effect relationships; (2) phenomenological analysis to interpret situations; (3) behavioral systems approach to relate values and system variables; and (4) political and social philosophy comparisons of political and social life. This study used Fischer's framework to survey state mental health agencies about the status of child and adolescent mental health standards in each state. In the first level, a state-level survey of community mental health directors and children's service coordinators used an empirical approach to rank factors influencing policy and service systems. At the second level, interviews with stakeholders in the mental health system probed for factors influencing policy. For the third level, the national standards survey provided a glimpse of system-wide behavior on the use of mental health standards. A fourth level values analysis was not undertaken. Future research might combine Fischer's framework with Elmore's backward mapping approach. (ABL)

ED 269 712 CG 019 099

Solarz, Andrea; Mowbray, Carol

An Examination of Physical and Mental Health Problems of the Homeless.

PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related documents, see CG 019 100-101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholism; Drug Addiction; *Health Needs; *Homeless People; *Mental Health; *Physical Health; Psychiatric Hospitals; Stress Variables

Homelessness is a significant social problem in the United States and it has been estimated that there may be as many as 2.5 million homeless people in this country today. For these people, poverty, substance abuse, and harsh living conditions may further contribute to the development of physical and mental health problems. A study was conducted to evaluate the mental and physical health needs of the homeless, with future goals of using the results in policy development by state agencies. Residents (N=75) of four temporary shelters in a large urban area were given a non-intrusive physical exam by a nurse. Nurses also gathered information on health-related behaviors, self-reported problems, and psychiatric hospitalization history. A social worker administered a self-report psychological symptom scale and gathered background and demographic information. The results indicated that the homeless, while a very heterogeneous population, suffered from significant health problems which were compounded by a limited access to adequate and affordable health care. Many reported significant histories of psychiatric problems or current psychological distress. Mental and physical health problems may be exacerbated by alcohol or drug dependencies, environmental stresses, and victimization by criminals. These findings suggest the prevalence of a wide range of health problems among this homeless group. It is likely that the hard-core homeless, who live on the street and do not use shelters, experience even more extensive health problems. (NB)

ED 269 740 CS 008 442

Warren, Thomas S.
Informal Reading Inventories--A New Format.

PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Informal Assessment; *Informal Reading Inventories; *Readability; *Reading Comprehension; Reading Tests; Teacher Developed Materials; *Teacher Made Tests; *Test Construction; Testing; *Test Theory

Although informal reading inventories are widely used, they are not without their shortcomings, regardless of whether they have been published commercially or have been constructed by the teacher. There are at least two significant weaknesses in inventories developed by the teacher: (1) passages selected randomly from the graded basal readers that may or may not be on the level suggested by a publisher, and (2) the types of questions written for them, usually at the memory level of cognition. Published inventories also have their weaknesses, such as the discrepancy between the grade levels assigned to the reading selections by the publishers and their readability levels. Another questionable feature of published inventories is the procedure used for their administration, with students directed to read one selection silently and a different one orally. Because the task of developing a good informal inventory is so complicated, teachers, if they must construct their own, should select several random passages, identify four selections for each grade level from one through ten, and use a modified version of the Fry Readability Graph--extended to determine the difficulty levels of the paragraphs chosen. Introducing teachers to a new format for published inventories is also helpful. Among its new features would be (1) a complete step-by-step procedure for administration, (2) four forms at each grade level, and (3) a readability level for each of the four selections for every grade that is close to the beginning of the grade level for which it is written. (HOD)

ED 269 916 EC 182 400

Montague, Elaine C.
The Motor Specialist and Classroom Teacher Team with Logo.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Disabilities; Elementary Education; *Motor Development; *Occupational Therapy; Perceptual Motor Learning; *Spatial Ability
IDENTIFIERS- LOGO System
The paper describes a Logo environment designed by an occupational therapist to help 10 disabled students (6-9 years old) explore relative distance, directionality, and spatial relations. The program's goals include enhancing students' language development, planning skills, decision making, risk taking, and problem solving. Logo is briefly reviewed, and procedures for implementing the specific Logo environment noted. Two programs featured (1) abstract on-screen problem solving preceded by concrete physical activities and (2) a sequence of mazes. Teacher and student evaluation data are noted and guidelines are presented for replicating this type of project. (CL)

ED 269 600 CE 044 395

Kaagan, Stephen
Education for Work, K-12. Occasional Paper No. 115.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 18p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC115--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; *Career Education; *Cooperative Planning; Coordination; Educational Change; Educational Cooperation; Educational Needs; *Education Work Relationship; Elementary Secondary Education; Needs Assessment; *Program Improvement; School Role; Transitional Programs; Vocational Adjustment; *Vocational Education

The changing nature of available work and the economic pressure of its international neighbors are necessitating rapid changes in U.S. education. Educators must eliminate the inapplicability and the crudeness of the present division between academic, vocational, and general educational programs in the secondary schools. The major challenge in the years ahead will be to create a more comprehensive continuum to cater to the gamut of human intellectual capabilities. Instead of vocational schools per se what is needed are schools of applied knowledge where people of various ages gather at different points in their lives to receive education and training in a variety of fields, including preparation for technical, paraprofessional, and artistic endeavors. Such a school or center will have two foci: it will concentrate more on concrete, more practical forms of education, and it will direct considerable resources to the transition from school to work. The school will be a center of learning and its boundaries will be near such transitional offices or units as placement or job service offices, work-study coordination agencies, guild or union facilities, and military and college recruitment outposts and social service welfare offices. (MN)

ED 269 614 CE 044 420

Hines, Donna
Preparing a Resume and Writing a Letter of Application. Competency Test Package. Office Occupations. Instructor's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 38p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-421.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Business Skills; Clerical Occupations; *Competence; Competency Based Education; Evaluation Criteria; *Job Application; Learning Modules; *Office Occupations Education; Office Practice; Postsecondary Education; *Resumes (Personal); Secondary Education; Skill Development; Special Education; Student Evaluation; *Test Items; Vocational Education

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The packages also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover writing resumes and letters of application. (This competency test package can be coordinated with a slide/tape module.) (KC)

ED 269 627 CE 044 449

Robey, Mike
Project Interface. Curriculum Development Project. Final Report.
Central Valley School District #356, Spokane, WA.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Curriculum Development; Educational Planning; *Exceptional Persons; High Schools; Individualized Education Programs; Instructional Materials; *Integrated Curriculum; *Mainstreaming; Models; Program Development; *Special Education; Student Evaluation; *Vocational Education

Project Interface was designed to bring together the two distinct fields of special education and vocational education in order to blend the efforts of the two fields to overcome several problems: differing vocabularies, methods, content, vocational evaluation, appropriate placement, teacher preparation, and the differing expectations of special education and vocational personnel. To bridge these disparate elements, Project Interface brought together vocational and special education personnel from three different school districts in the state of Washington. These educators designed and implemented a vocational education model to increase access to vocational training programs by special education/special needs students and to assist mainstreamed students while they are enrolled in vocational education classes. The vocational education model prepared by Project Interface encompasses the following elements: (1) vocational assessment, (2) entry-level skills, (3) materials, (4) curriculum, and (5) individualized educational plan (IEP) involvement. This standardized life-centered model for special education students is expected to enhance all aspects of vocational education for special students and promote building-level support teams for high school teachers involved in the project. (Author/KC)

ED 269 784 CS 209 742

Gunther, Albert C.

Hostile Media or Hostile Audience? Relationships between Attitude Extremity and Trust in Media.

PUB DATE- Aug 86

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; *Audience Analysis; *Credibility; Mass Media; *Media Research; *News Media; Newspapers; *Political Attitudes; *Public Opinion; Television

Continuing an inquiry into what variables explain audience trust in media, a study drew upon two theoretical areas in attitude research to propose a curvilinear relationship between attitude extremity and trust in media--namely that individuals who feel fairly neutral toward an issue and those who report strongly held attitudes see the media as less credible than those with a moderate attitude. The data came from a random sample of 268 San Francisco area residents interviewed over the telephone about their attitudes toward mass media, news, and public opinion. Respondents were sorted into categories for low, moderate, or high extremity of attitude based on their responses to a Likert scale. As a result of this sorting scheme, the extremity of attitude measure was issue-specific but direction-free. The results supported the curvilinear relationship hypothesized, especially in the case of newspaper coverage of issues. The relationship appeared marginally significant for television. Political liberals demonstrated the curvilinear pattern, but conservatives' trust ratings declined steadily as their partisanship increased. (Charts illustrating the text are appended.) (HOD)

ED 269 799 CS 209 782

Wittman, Eugene
Blue Ridge Technical College Writing Project.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; Cohesion (Written Composition); *Content Area Writing; Educational Philosophy; Integrated Activities; Postsecondary Education; Program Development; *Technical Writing; *Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *Writing Across the Curriculum

Recognizing that writing across the curriculum supports the idea that writing is an integral part of the total learning process, this paper describes the philosophy of the writing program at Blue Ridge Technical College (North Carolina). It begins with some comments and thoughts on what makes writing worthwhile and how to judge good writing. Criteria include: does it make a point? Is the purpose supported? Does everything relate to the main point? Is everything tied together? Does it use good sentence skills? The assignments described include (1) writing about something students have already learned, (2) writing about something students are going to learn, (3) writing about something students are in the process of learning, (4) summary writing, (5) definition writing, (6) log/journal writing, and (7) writing for vocational reasons. The paper concludes with some "do's" and "don'ts" associated with writing across the curriculum programs. (HOD)

ED 269 814 CS 505 254

Lucas, Stephen E.
Textual Studies in Public Address.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Discourse Analysis; Educational Change; *Educational History; *Public Speaking; Research Methodology; Rhetoric; *Rhetorical Criticism; *Speech Communication
IDENTIFIERS- Contextual Analysis; *Textual Analysis

Traditionally, the study of public address has meant the study of great speakers, focusing on individual speech texts, or the speaking careers of individual orators. So dominant was this traditional study of public address that, in its halcyon decades of the 1930s, 1940s, and 1950s, it all but eliminated other approaches to rhetorical criticism. By the early 1960s the study of public address was under sustained attack and was eventually discredited. However, it can be argued that it did not die in the 1960s and 1970s, though it underwent a dramatic metamorphosis--especially in its increasing attention to contemporary rhetorical events, in its growing concern with such collective rhetorical phenomena as social movements and political campaign, and in its shift from neo-Aristotelianism to critical public address. This is not to say that studies in public address can afford to overlook context, but too often considerations of context take precedence over analysis of the text. Context is only one step toward full understanding and explication of a given rhetorical transaction. At the center of that transaction is the text itself. Indeed, one of the greatest benefits of research in public address should be that it leads one to confront rhetorical text--rather than theories of criticism or theories of discourse--as the central object of study. (HOD)

ED 269 829 CS 505 290

Adkins, Gale R.
A Plan for a Team Approach to Instructional Television Production.
PUB DATE- 79
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperation; *Cooperative Planning; Coordination; *Educational Television; Instructional Design; *Production Techniques; Program Design; *Programing (Broadcast); Specialists; Speech Communication; *Teamwork; *Technical Assistance

Effective materials for televised instruction are most likely to result from the coordinated efforts of a team of capable specialists. Composition of the team may be influenced by local variables, but the group should normally include (1) an instructional designer who develops an overall scheme in which interrelated parts of an instructional process are organized in a sequential pattern; (2) a content specialist who takes the lead in the selection of goals, objectives, concepts, and content, and in the structuring of learning experiences; (3) a writer who converts to script form the results of all the planning, instructional designing, content research, and communication strategy that are the products of team efforts and interaction; (4) a production specialist who is responsible for using the script, talent, materials, and tools and techniques of television production to serve the instructional purposes of the project; (5) a specialist in technical television who facilitates operations through adapting, devising and making available television equipment, facilities, and technical services; and (6) a specialist in research and evaluation who devises, conducts, and interprets formative research and summative evaluation procedures. Interaction among the specialists is likely to produce materials that are more creative, more soundly based, and more effective than if the same individuals had worked independently. Such a team provides a substantial improvement over the usual evolutionary procedure in which individuals become involved only when needs or problems become apparent. (HOD)

ED 269 844 EA 018 330

Heubach, Janet G.
Effects of School Settings, Visual Space, and Behavior on Evaluations of Appropriateness.
PUB DATE- 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Standards; Building Design; Educational Environment; Educational Facilities Design; Elementary Education; *Environmental Influences; *Perceptual Development; *Privacy; Questionnaires; School Space; *Social Behavior; *Student Behavior; *Visual Environment

Eighth-grade students were studied to learn how their interpretations of school situations are influenced by behavior and visual space attributes and settings. A variety of studies support the importance of relationships between the person and the learning environment. In this study, it was hypothesized that students would evaluate as more appropriate those situations with similar levels of privacy opportunity and privacy requirements. The students identified settings in their school that were perceived to afford more opportunity for privacy as well as selected behaviors that required more privacy to perform. A four-coordinate grid was then constructed that identified locations affording theoretically high or low levels of privacy in each setting. Finally, the students completed a questionnaire in which they evaluated the appropriateness of performing various behaviors in each setting. The data thus collected indicate that students' appropriateness evaluations are a function of (1) perceived privacy required for or social norms associated with student behavior; (2) potential exposure to visual monitoring of one's behavior by others; and (3) unique visual space-behavior situations produced by settings associated with strong social norms and whose functional elements relate directly to specific behavior. The students' evaluations suggest that visual space attributes and the physical environment are potent variables along with behavior in students' perceptions of their school experiences. Twenty-two references are appended. (GJ)

Blomquist, Robert; And Others
Action Research on Change in Schools: The Relationship between Teacher Morale/Job Satisfaction and Organizational Changes in a Junior High School.
New Hampshire Univ., Durham.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 71p.; Some appendices contain small print.
GRANT- NIE-G-81-0040
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; Elementary Secondary Education; Flexible Scheduling; Grouping (Instructional Purposes); Junior High Schools; Organizational Change; Organizational Communication; *School Organization; School Policy; *School Schedules; School Surveys; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Burnout; *Teacher Morale; Team Teaching; *Time Management
IDENTIFIERS- *Portsmouth School Administrative Unit NH

This study investigated the relationship between school staff job satisfaction or morale and a number of organizational changes and practices occurring at the Portsmouth (New Hampshire) Junior High School. The issues under examination included homogeneous vs. heterogeneous grouping, class length, school-within-a-school or teaming, department chairs versus house coordinators, a flexible or modular scheduling as factors that might affect staff morale, communication, and student learning. Using an evaluation design, the research team undertook a descriptive case study of the match between school philosophy and the scheduling practices related to teacher teaming and student ability grouping. Data were collected from all school staff concerning opinions of the scheduling, teaming, and ability grouping practices, along with self-report measures of staff emotional exhaustion, negative attitudes toward students, and feelings of personal accomplishment. Findings, reported in detail, suggest that low levels of emotional exhaustion and high feelings of personal accomplishment correlate strongly with provision of adequate time to reach time management and planning objectives. Researchers conclude that scheduling should include staff input to reflect individuals' need for effective planning time. References are included, along with five appendixes listing organizational changes at the school, sample surveys and results, school history, and interview questions. (TE)

ED 269 901 EA 018 512

Gamoran, Adam
The Stratification of High School Learning Opportunities.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Univ., Madison. Graduate School.
PUB DATE- 18 Apr 86
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
GRANT- OERI-G-86-0007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; *Access to Education; College Preparation; Curriculum Design; *Educationally Disadvantaged; Educational Needs; *Educational Opportunities; *Educational Status Comparison; Equal Education; General Education; Longitudinal Studies; Secondary Education; *Track System (Education)
IDENTIFIERS- High School and Beyond (NCES)

This paper suggests that students' opportunities to learn may be stratified both between and within schools. Schools serving a more affluent and able clientele may offer more rigorous and enriched programs of study, and students in college preparatory curricular programs may have greater access to advanced courses within schools. This notion is tested with a longitudinal, nationally representative sample of public school students from the High School and Beyond data set. The results show few effects of school composition and offerings between schools, but important within-school influences of curricular tracking and course taking. In most cases, the difference in achievement between tracks exceeds the gap between students in school and dropouts, suggesting that students' choice of courses in school may be even more important for the development of cognitive skills than whether one is in school or not. References and 10 data tables are included. (Author/TE)

ED 269 950 EC 182 736

Thurlow, Martha L.; And Others
Preschool Screening in Minnesota: 1982-83. Early Childhood Assessment Project Research Report #1.
Minnesota Univ., Minneapolis.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 85
NOTE- 24p.; For other reports in this series, see EC 182 737-741.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Handicap Identification; *Incidence; Preschool Education; *Referral; *Screening Tests; Sex Differences
IDENTIFIERS- Minnesota

Individual child data from the Preschool Screening Programs of 402 Minnesota school districts were analyzed for problem identification and referral rates, areas of problem identification and referral, sex differences in rates, and other factors. The results from over 45,000 children revealed large variability in rates among school districts, as well as differences as a function of the child's sex. Referral rates ranged from 0% to 72.7%. The most frequent problems identified and referrals made were in the areas of cognitive development (specifically speech/language) and hearing. Yet, variability among school districts also existed in areas where most problems are identified and referrals made. Results pointed out the need for further study of reasons for discrepancies in rates for males and females and for the wide variation found in both problem identification and referral rates. (Author/CL)

ED 269 557 CE 042 895

McGuire, Nan; And Others
Job Sharing in Health Care. A Handbook for Employees and Employers.
New Ways to Work, San Francisco, CA.
PUB DATE- 84
NOTE- 50p.
AVAILABLE FROM- New Ways to Work, 149 Ninth Street, San Francisco, CA 94103 ($5.50 plus postage and handling; 10-25--10% discount; 26-50--15% discount; 51+--20% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Case Studies; *Employment Practices; *Health Occupations; *Health Personnel; *Job Sharing; *Program Administration; Program Costs; *Program Implementation

This handbook provides detailed information about job sharing for both administrators and potential sharers who are interested in implementing this new work arrangement. It incorporates results of a survey of job sharing in health care organizations as well as interviews and contacts with health care providers. A section on employees and job sharing begins by considering benefits to sharers. These three basic steps involved in the process for the would-be sharers are discussed: finding a partner, developing a proposal, and making a presentation to the employer. Sample proposals and case studies are provided. A section on employers and job sharing first addresses questions of cost and management, including salary, fringe benefits, new benefits for employees, minimization of layoffs, and service improvement. Discussion of the implementation process focuses on reviewing a written proposal, interviewing teams, and enlarging the scope. A policy/procedure guidance format is provided. Three case studies follow. Attachments include a synopsis of survey results, addresses for the National Network for Work Time Options, and a list of references. (YLB)

ED 269 586 CE 044 377

Garry, Anna; Cowan, John
Continuing Professional Development: A Learner-Centered Strategy.
FEU/PICKUP Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-11-7
PUB DATE- Mar 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Engineering; Construction (Process); *Engineers; Foreign Countries; Models; Needs Assessment; Postsecondary Education; *Professional Continuing Education; *Self Help Programs; *Workshops
IDENTIFIERS- Great Britain

A project was established to design and implement appropriate workshops for self-help groups of British mid-career engineers who wanted to attain chartered status. During the preparatory period, interviews identified the experiential learning difficulties and needs of prospective participants. Pilot workshops also identified the experiential learning needs of individuals and then met those needs. The aim of the workshops was to meet defined and emerging needs of the participants by organizing activities that depended on the participation and motivation of and preparation by participants. Although full self-help seemed unlikely to be achieved or successful, a self-help component allowed experience to be shared and individual needs to be met. Problems with learner motivation, self-management, and confidence were considerable and required frequent attention. The role of the provider varied with the need most often being for a facilitator and counselor rather than a teacher. Participants in the workshops often worked in pairs. Identified learners' needs included career guidance and information, routes to qualification, specific instruction, communication skills, requirements, motivation and discipline in preparation, and confidence. Formative and summative evaluations were conducted. The majority of participants were very positive about the assistance they received. (YLB)

ED 269 642 CE 044 493

Electrical Theory. A Course of Technical Information for Electrical Meterman and Station Wireman Apprentices, Revised Edition, and Answer Book, Revised Edition.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 86
NOTE- 399p.; For related documents, see CE 044 494 and CE 044 496.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Correspondence Study; *Electrical Occupations; Electrical Systems; *Electric Circuits; *Electricians; *Electricity; Electric Motors; Instructional Materials; Measurement Equipment; Postsecondary Education; *Trade and Industrial Education

This course is intended to be a common core of instruction for both electrical meter workers and station wirer apprentices and, in some cases, power station operators, in their first two years of training. It is designed to be used either in formal classroom work or for home study on a correspondence basis. Introductory materials include a list of references and information on apprenticeship. The eight units consist of one to four lessons each. Unit topics include introduction to electricity, direct current circuits, alternating current, meters and instruments, power sources, electric motors, and electrical drawings and diagrams. At the beginning of each unit a list of the lesson goals, directions, and self-help questions are provided. Each lesson cites the required reference or references, provides any additional information needed, and presents check-up questions. The answers provided in the appended Answer Book follow the same order as the course book, and supply both questions and answers. (YLB)

ED 269 657 CG 019 042

Webb, James T.
Psychological Counseling with Families of Gifted Children.
PUB DATE- 26 Aug 84
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Children; *Counseling Services; Counselor Training; *Exceptional Child Research; Family Relationship; *Gifted; Individual Needs; *Parent Counseling; *Parenting Skills; Peer Relationship; Psychology; Siblings

The emotional needs of gifted children are seldom considered by psychologists either during their training or in their subsequent professional practices. Most psychology trainees appear to be exposed only to the Terman (1925) studies which concluded that gifted children have significantly fewer social and emotional problems than does the general population. Experimental flaws in the Terman studies, and recent data concerning relationships between giftedness and depression, peer and sibling problems, suicide, underachievement, and delinquency suggest that psychologists need to direct more attention toward problems of the gifted. Unfortunately, the lack of emphasis within psychology concerning gifted children reflects a similar neglect in society at large. Only one-half of the gifted children in the United States have been identified and only one-third of these are served by special school programs. A program to counsel parents of gifted children was developed which focuses on identification; motivation; discipline; peer, sibling, and parent relationships; stress management; depression; tradition-breaking; and communication of feelings. The counseling program appears to have been therapeutic and effective in changing parenting perceptions and behaviors and in promoting insight into gifted children's perceptions. (NB)

ED 269 727 CS 008 414

Hayes, David A.

Directing Thinking through Writing in Response to Reading.

PUB DATE- Dec 85
NOTE- 81p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Content Area Reading; High Schools; High School Students; Inferences; *Language Processing; Learning Activities; Reading Assignments; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Writing Relationship; *Study Skills; Writing (Composition)
IDENTIFIERS- *Directed Reading Thinking Activities

A substantial amount of literature in education and psychology supports the notion that reading combined with writing enhances comprehension and recall. To investigate how various writing tasks affect thinking, a pilot study was conducted, which produced results consistent with the hypothesis that text engagement (student interaction with written material) would occur to the extent that various writing tasks required reorganizing the language of the text. In a study undertaken to reproduce these results with a larger group, 176 high school students were assigned to four groups--three were given writing tasks (formulating questions, comparing and contrasting, and paraphrasing) to follow their reading and one was given a nonwriting task (a matching exercise). Students' written recall of the assigned reading was analyzed to compare the extent to which the inference operations--generalization, integration, deletion, and construction--were instigated by the various reading/study tasks. The results indicated that the students who formulated questions and wrote compare-contrast statements generated more information than those who paraphrased and performed the matching exercise; and that the students who formulated questions produced more constructions than any group and restated relatively more top level information. These results indicate that writing tasks requiring reorganization of texts (formulating questions and comparing-contrasting) tend to engage more of the students' own intellectual resources in the study of those texts. (References, tables of results, and appendixes--the target text, test booklets, scoring sheet, and examples of student recalls--are included.) (LLZ)

ED 269 770 CS 209 685

Gee, Thomas W.
Drafting and Revising Processes in Grade Twelve Students' Examination Writing.
PUB DATE- 84
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Essay Tests; Grade 12; High Schools; Outlining (Discourse); *Revision (Written Composition); Testing; *Writing Evaluation; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Topic Selection

A study examined the relationships between the quality of writing on composition examinations and topic selection, outlining, rough drafting, and revision. A sample of 1,372 grade twelve students' essays was examined. Among the issues examined were how topic selection affects the final essay score, if and how selection of topic affects the type or amount of revision made between a rough and final drafts, whether students who use an outline and/or a rough draft score higher than those who do not, and what type of revision occurs between a rough and final drafts on essay tests and whether this revision differs substantively with respect to high- and low-scored essays. The results indicated a significant relationship between the essay topic selected from a number of topics and the score obtained, and between the use of an outline and rough draft together and the resulting score. The number of high scores that a particular topic received was inversely proportional to the frequency of that topic's selection. Although outlining and rough drafting techniques varied considerably, students who used them in conjunction scored significantly higher than students who did not. No significant relationships were found between the topic selected and the amount of revision conducted, or between the amount and type of revision and the score obtained. However, qualitative analysis of the revisions in relation to score suggests a qualitative difference in some categories, particularly stylistic and rhetorical. Students with weaker writing abilities revised as much as more able writers, and across the same revision categories: mechanical, lexical, syntactic, stylistic, figurative, and rhetorical. (Tables of data are included.) (Author/HTH)

ED 269 888 EA 018 492

Sergiovanni, Thomas J.
Theories and Models as Metaphors: Building a Science of Supervision.

PUB DATE- 19 Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Attitudes; *Educational Philosophy; Educational Theories; *Models; Standards; *Supervision; Supervisory Methods; *Teaching (Occupation); Teaching Methods

Our ways of thinking about the world determine the methods we find useful for studying the world. These methods in turn determine what we learn about the world and therefore how we define reality. As aspects of cultural science, teaching and supervision should not be studied using methods suitable for the natural sciences--the cultural sciences are mind-dependent and the natural sciences are mind-independent. Teaching and supervisory practices should not be bound to single standards, since effective practice is responsive to its own context. Models of teaching and supervision should not be applied restrictively, but as metaphors enabling the user to see situations in a new light and apply the new knowledge to practice. Each model can open up a particular view of reality but in the process masks off other potential views. No model is exclusively true, and each model has worth that varies according to the goals toward which the model is applied. Models valuable for some purposes may be inappropriate for others. The selection of goals remains a matter of normative judgment. Models can be assessed in terms of their cogency and relevance, both of which may vary depending on the goals selected. A two-page list of references concludes the document. (PGD)

ED 269 917   EC 182 701

Mardell-Czudnowski, Carol; Goldenberg, Dorothea

Using the Computer for Early Childhood Screening, Writing Objectives, and Developing Local Norms/Records.

PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; *Disabilities; Early Childhood Education; *Scoring; *Screening Tests; Student Educational Objectives; *Testing; Test Norms; Young Children
IDENTIFIERS- *Developmental Indicators Assessment Learning

A computer program has been developed to assist users of DIAL-R (Developmental Indicators for the Assessment of Learning-Revised), a widely used screening test, in the accurate scoring of young children's performance. In addition to print-out feedback for parents and teachers, the program generates suggested objectives

for each child based on the child's chronological age and score for each of the 24 test items. Finally, the program stores up to 200 children's scores at each of the four age levels (2 year olds, 3 year olds, 4 year olds, 5 year olds) to enable administrators to analyse class, school, or district scores and develop local norms if desired. (Author/CL)

ED 269 933 EC 182 717

Ebert, Thomas A.; And Others
Improving the Employability of Disabled Youth: A Cooperative School-to-Work Transition Program Model.
Western Industrial Research and Training Centre, Edmonton (Alberta).
PUB DATE- Jun 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment; Foreign Countries; *Government Role; Job Skills; *Mental Retardation; Models; Secondary Education; *Vocational Adjustment; Vocational Education; Work Experience Programs; Young Adults
IDENTIFIERS- *Canada

The paper examines the prospects of employment for Canadian youth with mental disabilities and offers a model for secondary vocational programing designed to promote the transition from school to work. An introductory section comments on the bleak outlook for employment for students with disabilities and notes the economic and social consequences. The lack of secondary programing initiatives in Canada is noted; programs that do exist concentrate on training students with mild disabilities and academic motivation problems. The need is noted for extending prevocational training into the upper elementary grades and developing structured vocational programs at junior high levels followed by supervised work experience and school-to-work transition programs and senior high school. A comprehensive secondary vocational program model is espoused which includes modules for entry assessment, prevocational skills, work adjustment, work experience, and transition services. The model is designed to help students acquire skills necessary for working and to bridge the gap between students' school experiences and their post-school environment through school-community linkages. The government of Canada's role in promoting an integrated continuum of services is addressed. Six pages of references are appended. (CL)

Jamieson, David W.; And Others

Pygmalion Revisited: New Evidence for Student Expectancy Effects in the Classroom.

PUB DATE- 21 May 86
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Competence; *Expectation; Foreign Countries; Grade 11; High Schools; *High School Students; Student Attitudes; Student Behavior; *Student Evaluation of Teacher Performance; *Teacher Evaluation; Teacher Motivation
IDENTIFIERS- Canada

Many researchers have demonstrated that student expectations of teacher competence can affect student performance outcomes. The artificiality of laboratory paradigms used in past research, however, may severely limit the generalizability of findings. A field study was conducted to test the idea that students' expectations regarding their teacher's competence would influence their perceptions of teacher's performance, their classroom behavior, and their academic achievement. Subjects were four classes of grade 11 students (N=64). On the first day of a 3-week teaching unit being taught by a teacher new to the school, all subjects completed a questionnaire assessing their perceptions of the teacher's ability and motivation. Two classes were then assigned to a positive expectancy condition while the remaining two classes served as no-expectation controls. Following the unit, the questionnaire was again administered to all subjects. The results indicated that, at the end of the unit, students in the two positive expectancy classes changed their perceptions of some aspects of the teacher's competence more, engaged in more appropriate and less inappropriate non-verbal behavior, and received significantly higher final grades on the unit than did their peers in the two no-expectation control classes. These findings support the view that students can have an important influence on the teaching process and on their own academic attainment. Four pages of references are included. (NB)

Flick, Louise H.; McSweeney, Maryellen

The Developmental Nature of Parental Awareness in Adolescent Mothers.

Saint Louis Univ., MO. School of Nursing.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- Dec 85
NOTE- 27p.; Paper presented at the Annual Conference of the American Nurses' Association (San Diego, CA, December 4-7, 1985). For

related document, see CG 019 071.
GRANT- 1-R01-MH-36915; 1-R01-PG00136
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Early Parenthood; *Mothers; *Parent Child Relationship; *Parenting Skills
IDENTIFIERS- *Parental Awareness Model (Newberger)

Adolescent mothers display less frequent, accepting, and involved interaction with their children than do older mothers. Yet the role of the young mothers' psychosocial immaturity in these phenomena remains unexplained. This project explores the validity of Newberger's model of Parental Awareness (PA) which outlines hierarchical stages in the structural development of social thought in the domain of parents' conceptions of their children and their role as parents. This cross-sectional study drew an age-stratified sample of 193 adolescent mothers from two inner-city programs. The subjects were 15-20 years of age and fell into two groups: Parents, whose eldest child was aged 9-27 months (N=136) and Non-Parents, who were pregnant or had recently delivered their first child (N=57). Interviews were tape recorded in the home and were scored blind. PA was found to increase with age independently of the effects of social status, vocabulary acquisition, social support, recent negative life changes, or length of parental experience. Older adolescent mothers showed greater flexibility in their thought and a greater capacity for considering complex circumstances when making judgments about child rearing than did younger mothers. These findings support the potential of PA as a developmental dimension to be considered when providing care to young mothers. (Author/ABL)

ED 269 699 CG 019 086

Van Dover, Leslie J.

Use of Nurse-Client Contracting to Reduce Risk of Unintended Pregnancy in an Adolescent Population.

PUB DATE- 18 Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related documents, see CG 019 087-088.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attrition (Research Studies); Contraception; *Family Planning; Females; Knowledge Level; *Nurses; *Performance Contracts; *Pregnancy; *Prevention; Reinforcement; Sex Education; *Young Adults
IDENTIFIERS- Health Promotion

Unintended pregnancies occur among young people who are sexually active and who do not take sufficient precautions to prevent pregnancy. Two major factors identified as contributing to unintended pregnancy are the lack of knowledge and skill in family planning and inconsistency in use of contraceptives. A pretest-posttest experiment was conducted to determine whether nurse-client contracting was useful in counseling single, sexually active youth regarding prevention of pregnancy. Eighteen- to 22-year-old women (N=152) were randomly assigned to one of three groups: (1) routine clinic care only; (2) routine clinic care, education, and contracting; or (3) routine clinic care, education, contracting, and client-selected reinforcers for fulfilling contracts. Subjects completed questionnaires on knowledge about family planning and reported their reproductive history, frequency of intercourse, contraception, contraceptive use, communication with sex partner about birth control, and demographics. Analyses of data revealed a statistically significant increase in knowledge about human fertility, reproduction, and contraception for both contracting groups but not for the control group. Consistency in use of contraceptives also increased significantly for both contracting groups but not for the control group. Subjects in the contracting-without-reinforcement group had higher attrition rates than subjects in the other groups. These findings suggest that family planning nurse-client contracting, a form of client-centered nursing care, can positively influence the family planning knowledge and behavior of sexually active young women. (NB)

ED 269 741 CS 008 443

Tobin, Ann R.

A Study of the Effectiveness of Literature Instruction Demonstrated in Two Samples of High School Juniors.

PUB DATE- May 86

NOTE- 36p.; M.A. Thesis, Kean College of New Jersey.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Attitude Change; Cognitive Processes; Comparative Analysis; English Instruction; *Grade 11; High Schools; *Literature Appreciation; *Reader Response; *Reading Attitudes; Values

A study explored differences in attitudes and values that two groups of eleventh graders derived from literature. One group was comprised of 25 students from a basic skills class. The second group of 20 students was selected at random from an American literature class. All of the students were enrolled in a New Jersey urban high school. A pretest was administered to determine the role of literature in each respondent's life. All students were then asked to complete a questionnaire and an interest inventory. Responses were analyzed according to the age, sex, instructional level, and grade attained in the student's last English class. A posttest was then administered to measure growth in an understanding of the role of literature in one's own life and in an appreciation of an author's literary techniques as a result of a teaching unit on literature and literary techniques. Analysis of results indicated a wider variety of interests among the basic skills students than among the American literature students. However, the need to read required course work was listed as the highest priority by both groups. In addition, students reported that they believe literature does have an influence on the formation of attitudes in life. Finally, the posttest revealed that basic skills students showed a greater shift in responses in a positive direction than the American literature students following the literature unit. A bibliography; tables of data of the pretest, posttest, and interest inventory; and a questionnaire are included. (DF)

ED 269 755 CS 008 467

Richardson, Patricia Ann
Improving the Learning of Social Studies Using Study Guides.
PUB DATE- May 86
NOTE- 50p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses -

Master Theses (042)
DESCRIPTORS- *Advance Organizers; *Content Area Reading; Critical Reading; Grade 8; Junior High Schools; Reading Assignments; *Reading Comprehension; Reading Instruction; Reading Skills; Social Studies; *Study Guides; *Study Skills

A study explored whether the use of a study guide would improve students' comprehension of content area material. Two groups of students in an eighth grade social studies class were involved: students in the control group received the usual instruction--the chapter was read orally and discussed in class--while students in the experimental sample were given a study guide, skimmed the material silently, and worked on the exercises in groups of two or three. A posttest on history revealed no statistically significant differences between the scores of the two groups. However, since both time and the amount of material were limited and since no information is available regarding the reliability of the method used, the results of this study can be applied only to these two samples. Reading in the content areas from grades four through twelve requires the integration of new knowledge with what is already known and involves sophisticated skills. Content area teachers must be aware of, model, and teach those reading and study skills that help students to better comprehend their reading assignments. Some strategies that have been used successfully to train students to acquire information on their own include the use of prediction guides, advance organizers, graphic organizers, study guides, and glossing. (Appendixes include the study guide and tables of findings.) (LLZ)

ED 269 800 CS 209 783

Sheckels, Theodore F., Jr.

Internships in Writing.

PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; Departments; English Curriculum; Higher Education; *Internship Programs; Program Descriptions; Program Effectiveness; Student Reaction; *Writing Instruction

Several administrative dimensions of a successful internship program in the English department of a four-year private college in Virginia are described in this paper. The paper begins by describing briefly the comprehensive internship program for juniors and seniors that was implemented with the help of a grant and under which six additional departments established internships. The remainder of the paper describes the following elements of the English department program: (1) governance, (2) academic and other prerequisites, (3) kinds of writing internships available, (4) soliciting internship sites and sponsors, (5) advantages of the intensive one-month internship, (6) reading and writing requirements, (7) supervision during the internship, (8) evaluating interns, (9) evaluating sites and sponsors, (10) responses of students to the program, (11) the effect of the internship program on the department, and (12) the institutional perception of the departmental program. A list of sample internship placements and follow-up academic assignments is included. (HTH)

ED 269 859 EA 018 399

Drahmann, Theodore

Governance and Administration in the Catholic School. NCEA Keynote Series No. 5.

National Catholic Educational Association, Washington, D.C.

PUB DATE- 85
NOTE- 47p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($6.60 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Organization; Boards of Education;

*Catholic Schools; Decision Making; Educational Administration; Educational Policy; Elementary Secondary Education; Governance; Public Schools; Teacher Associations

This publication discusses some of the differences between public school systems and the Catholic school system in the United States. The document first notes that the public schools draw their authority from the people through democratic processes, whereas Catholic schools derive their authority from the Catholic Church and have a responsibility for furthering Catholic interests. the differences between the ways the two school systems organize their management are explored next. The decision-making structure of the Catholic system is explained, and the roles of school boards, pastors, and principals are placed in perspective. The responsibilities of diocesan central offices and sponsoring religious orders are also covered. The publication then distinguishes between educational policy created by boards of education and school rules and regulations set forth by school administrators. The place of teacher associations in the Catholic schools is discussed, and due process and conflict resolution methods in the parochial setting are reviewed. (PCD)

ED 269 558 CE 043 781

Haywood County's Vocational-Math-Science Curriculum Alignment Project. Project Orientation Manual.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85

NOTE- 26p.; For other guides in this series, see CE 043 782-792.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Behavioral Objectives; Curriculum Development; *Evaluation Criteria; Integrated Curriculum; *Learning Activities; Mathematics Instruction; *Mathematics Skills; Science Instruction; Secondary Education; Skill Analysis; *Vocational Education

IDENTIFIERS- *Science Skills

A project was conducted to coordinate and make intelligible those competencies and/or indicators that are common to mathematics/science/vocational areas, place them in a form usable by classroom teachers, and disseminate the results. Activities were undertaken to analyze the mathematics/science and vocational education areas to determine where the mathematics/vocational and science/vocational aspects occupy common ground. Following the identification of their similarities, curriculum alignment charts for each selected course in the vocational education curriculum were created. Charts contained three columns: vocational education performance indicator, vocational education competency and mathematics or science skill/concept, and relevant mathematics or science competency indicator. The reverse side contained suggestions for instructing students in the skills listed on the front and activities which might be appropriate. (Appendixes, amounting to approximately one-half of the report, include charts of performance indicators for mathematics and science, process for determining the percentage of mathematics/science contained in vocational competencies and charts showing the percentage of mathematics/science contained in vocational competencies before and after editing, sample vocational competency statements related to science and mathematics, and examples of curriculum alignment charts for vocational education in manufacturing with relevant math competency indicators, relevant science competency indicators, and selected teacher helps in each instance.) (YLB)

ED 269 573 CE 044 312

Provenzano, Johanna Z.; And Others

Real-Life English for Adults: Using a Competency-Based Approach in ESOL Instruction.

National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-117-X
PUB DATE- 86
NOTE- 106p.; Some pages contain light, broken type.
CONTRACT- 300-85-0204
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Programs; Behavioral Objectives; *Competency Based Education; *English (Second Language); Individualized Instruction; *Language Proficiency; Language Tests; Learning Activities; Limited English Speaking; *Needs Assessment; Program Development; *Program Implementation; Second Language Learning; Student Evaluation; Student Needs; Teaching Methods; Testing
IDENTIFIERS- *Adult Language Levels Management System

This publication presents the Adult Language Levels (ALL) Management System as a curriculum and programmatic framework to assist administrators and teachers in implementing a competency-based English for speakers of other languages (ESOL) program. Chapter 1 presents theoretical investigations of adult learning and adult second language development and an explanation of competency-based adult education (CBAE) as an effective teaching approach. The suitability of competency-based principles for ESOL program development is also discussed. Chapter 2 focuses on the importance of and processes involved in conducting an assessment of learners' needs and interests. Chapter 3 highlights the language proficiency levels and testing procedures developed by Baltimore County adult educators to measure the English language abilities of limited English proficient adults. Chapter 4 describes how the instructor uses the results from the needs assessment and proficiency testing to individualize instruction. A sample lesson is included. Chapter 5 presents an overview of how to monitor student progress. Appendixes, amounting to over one-half of the publication, include (1) seven charts that display the life-skill tasks across proficiency levels and that form the foundation of the curriculum framework, (2) seven tables listing each competency task and its respective performance measure, and (3) an annotated bibliography of curriculum materials. (YLB)

Hines, Donna
Spelling for the Office. Competency Test Package. Office Occupations. Instructor's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 45p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-420.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Business Correspondence; Business Skills; Clerical Occupations; *Competence; Competency Based Education; Evaluation Criteria; Learning Modules; Office Occupations Education; *Office Practice; Postsecondary Education; Secondary Education; Skill Development; Special Education; Student Evaluation; *Test Items; Vocational Education

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover spelling as it applies to business correspondence such as memorandums, reports, letters, and stationery masters. (This competency test package can be coordinated with a slide/tape module.) (KC)

ED 269 713 CG 019 100

Solarz, Andrea
An Examination of Criminal Behavior among the Homeless.
PUB DATE- Nov 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Society of Criminology (San Diego, CA, November 13-17, 1985). For related documents, see CG 019 099 and CG 019 101.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; *Behavior Patterns; Coping; *Crime; Criminals; *Homeless People; *Illegal Drug Use; Individual Needs; Life Style; *Prisoners

Homelessness is a significant social problem in the United States, with an estimated 2.5 million homeless people in this country today. While criminal activity may become a means for the homeless to obtain resources needed for basic survival, little is known about the level of criminal activity among the homeless or about the types of crimnal activity in which the homeless engage. Although there are many ways in which the criminal behavior of the homeless may be assessed, each has its own methodological problems. Existing research indicates that substantial numbers of the homeless have a history of involvement in the criminal justice system and that the homeless may be overrepresented among certain identified criminal groups. A study was conducted to gather information through self-report and from archival data on a sample of 125 homeless shelter users concerning both their criminal history and their current illegal activity. Interview data were gathered on prior arrests, incarceration history, illegal drug use, and current illegal sources of support. The results revealed a wide range of past and current criminal behavior: as many as 62.4% of the subjects had been arrested for illegal behavior, or admitted to earning current illegal income, and 44.3% of male respondents had a history of incarceration in jail or prison. Criminal behavior appeared to serve various functions among the homeless, and the homeless who engaged in illegal behavior can be classified as chronic criminals, supplemental criminals, criminals out of necessity, substance abusers, or the mentally ill. While the homeless as a whole engage in relatively high levels of illegal activity, for many this is an adaptive response to dealing with severely limited resources. (NB)

ED 269 785 CS 209 744

Anokwa, Kwadwo; Salwen, Michael B.
Newspaper Agenda-Setting among Elites and Non-Elites in Ghana.

PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; Comparative Analysis; Elitism; Foreign Countries; *Mass Media Effects; *Media Research; *Newspapers; Public Opinion
IDENTIFIERS- *Agenda Setting; Audience Response; Elites; *Ghana; Readership Analysis

A study examined whether the Ghanaian press sets the public agenda in Ghana, and whether Ghanaian elites show a greater agenda-setting effect than non-elites. An analysis of 1,585 subjects was conducted. Respondents were interviewed by teachers and students in teachers' training colleges. The construct of elitism was determined by measuring six variables, including political knowledge, education, and mobility. Newspaper reading was measured at three levels: (1) those who read the specific newspaper that the study analyzed, (2) those who read other newspapers, and (3) those who did not read newspapers. The results showed that the Ghanaian media do set the national agenda in Ghana and that factors related to elitism in Ghana are positively associated with agenda setting. Even non-elites showed correlations between their issue priorities and media issue emphasis. The results suggest that newspapers in Ghana may be successful in bringing about national consensus concerning the most crucial national problems in need of attention. (DF)

ED 269 815 CS 505 265

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 13p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication (Thought Transfer); Communication Research; *Communication Skills; Comparative Analysis; *Doctoral Dissertations; Elementary Secondary Education; Females; Higher Education; Interaction Process Analysis; *Interpersonal Communication; *Nonverbal Communication; Organizational Communication; Principals; Sex Differences; *Speech Communication
IDENTIFIERS- Communicator Style

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) comparison of receiver profiles in Clark County, Nevada, for various school-community relations communications channels; (2) effects of profit knowledge, size of initial concession, and motivational orientation on "aspiration level" versus "reciprocity" in bilateral bargaining; (3) a study of relationships among personality traits and communication styles of secondary and elementary school principals; (4) comparison of two instructional methods for mastery of eight selected communication constructs in a course for registered nurses; (5) the relationship of leader self-monitoring to perceived organizational effectiveness in high school principals; (6) sex role/equity issues revealed through language usage in female school administrators; (7) a comparison of the relative effectiveness of the threat of punishment versus promise of reward; (8) effects of communicator expertness and selected factors of similarity on women's nontraditional career exploration; (9) impact of communication satisfaction on job satisfaction and job performance of nurses; (10) communication skills needed by legal assistants; and (11) the basic college communication course compared with the Dale Carnegie course in effective speaking and human relations. (DF)

ED 269 845 EA 018 370

Final Report: Field Studies Project.

Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Educational Improvement; Educational Research; *Educational Researchers; Elementary Secondary Education; Improvement Programs; *Research and Development; Research Projects

This report presents a brief review of the results of seven years of work by the Field Studies Project of Research for Better Schools. The project's two major objectives were to study improvement processes in schools and to study the organization, roles, and functions of, and interrelationships among, agencies that support school improvement. The project conducted five separate studies, created two tools to support school improvement efforts, and generated several publications and reports. This report begins with a brief overview of the project's goals, objectives, and audiences, then describes the five major studies in terms of their purposes, design, problem areas, findings, and products. The five studies are the Local School Improvement study, the School Assessment Survey, the Federal Policies in Local Schools study, the Professional Cultures in Improving High Schools study, and the Regional Educational Service Agency study. The two tools created by the project were a training program for field agents involved in school improvement efforts and a survey instrument developed during the School Assessment Survey project. A bibliography lists 45 publications or reports providing further information on the studies, primarily issued by Research for Better Schools or authored by Field Studies Project staff members. (PGD)

ED 269 874 EA 018 476

Ortiz, Flora Ida

A Comparison of Leadership Styles and Organizational Cultures.

PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; County School Districts; Cultural Context; *Culture; Decentralization; Educational Change; Educational Improvement; Elementary Secondary Education; *Leadership Styles; *Organizational Change; School Districts; *Superintendents; Urban Schools
IDENTIFIERS- Organizational Culture; Schein (E H)

Three separate studies of three different school superintendents are reported on in terms of the effect of leadership styles on organizational cultures. The analysis used nine descriptors derived from Schein's comprehensive description of leadership in the conduct of organizational culture creation. The report is based on historical and ethnographic studies conducted by three graduate doctoral students. The first superintendent who was studied transformed the structure of a county school district into a system linked to the superintendent's office through technology and personnel. The second superintendent changed his urban district's growth orientation to an emphasis on learning and instruction by manipulating several cultural elements. The third superintendent transformed his organization from a highly centralized and bureaucratic organization to a decentralized system consisting of a lean central office andd an active system of representatives from all levels of the organization. The activities of each superintendent can be analyzed according to leadership styles defined by Schein, including "insider" leadership, leadership with "vision," and leadership through "cognitive redefinition." The conclusion based on this analysis is that the "creation of culture" requires change in the areas of activities, relational patterns, and attitudes, and the redefinition of organizational functions. (GJ)

ED 269 902 EA 018 513

Anderson, Judith I.; Stonehill, Robert M.

Twenty Years of Federal Compensatory Education: What Do We Know about the Program?

PUB DATE- 17 Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Educational Legislation; Educationally Disadvantaged; Educational Mobility; Educational Status Comparison; Elementary Secondary Education; Equalization Aid; *Federal Aid; Federal Legislation; *Federal Programs; Government School Relationship; *Program Effectiveness; School Demography
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

Chapter 1 of the Education Consolidation and Improvement Act of 1981, like its predecessor, Title I of the Elementary and Secondary Education Act of 1985, provides federal funding for compensatory education programs. Throughout its twenty years of existence, the program has been subject to contradictory claims about its purpose and its effectiveness. This paper presents the most current data about the program, and compares and contrasts recent findings and trends with historical reports on the program. Information is provided on the number and types of districts that receive Chapter 1 funds, on the numbers of children served by the program and their relative status on measures of achievement and poverty, and on the effectiveness of program services. References are included. (Author/TE)

ED 269 918 EC 182 702

Walker, Sharon; Thomas, Earl
National Geographic Gifted Program, 1982-83. Final Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 83
NOTE- 55p.; Prepared by the Instructional Support Evaluation Unit. Appendix A contains broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Anthropology; Archaeology; *Community Resources; Demonstration Programs; Elementary Education; *Gifted; Learning Activities; *Social Studies; Sociology; Talent; *Units of Study

The report presents evaluation data on a program designed to use National Geographic Society materials (periodicals, filmstrips, maps, etc.) as part of a curriculum on African cultures for gifted students (grades 5-6). Among program goals were to develop pupil skills and knowledge horizontally and vertically; to introduce anthropology, sociology, and archaeology as subjects in the elementary curriculum; and to encourage institutional involvement in the educational process. The program featured regular staff development and field trips (including a visit to Kenya). Evaluation methodology included a review of program documents and materials; analysis of weekly teacher logs; and questionnaire observations. Results indicated that the materials were judged to be of good quality; there was not quantitative evidence that the program had a positive influence on cognitive skills development; and use of consultants, experts, and area resources was built into all of the curriculum units. Recommendations were made for program improvement, including that curriculum unit tests be developed to measure student performance. Appended materials include an outline of the pilot program and sample evaluation forms. (CL)

ED 269 951 EC 182 737

Ysseldyke, James E.; And Others
Current Screening and Diagnostic Practices for Identifying Young Handicapped Children. Early Childhood Assessment Project Research Report #2.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 85
NOTE- 47p.; For other reports in this series, see EC 182 736-741.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Decision Making; *Disabilities; Educational Diagnosis; *Evaluation Methods; *Handicap Identification; *Preschool Education; School Policy; *Screening Tests; Services; Special Education Teachers; Student Evaluation; *Teacher Role; Test Bias
IDENTIFIERS- Minnesota

Current screening and diagnostic practices for identifying young handicapped children in Minnesota were surveyed. Information was gathered on the populations served, the professionals and tools employed in screening and diagnosis, decision criteria, and the perception of gaps and duplications in services. The results indicated a heavy reliance on a limited number of instruments for screening, even though the technical adequacy of several of the instruments is questionable. The special educator, in most cases, was the professional most often involved in conducting assessment in the developmental areas. Findings suggested the need to examine how the types of personnel involved in screening influence results and the extent to which duplication actually exists or is only perceived to exist. The need for a policy solution to the problem of promoting cooperation and coordination among agencies is stressed. (Author/CL)

ED 269 601 CE 044 396

Biddle, James; And Others
Nutri-Calc. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 10 Mar 86
NOTE- 9p.; For a related document, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Courseware; Food; *Home Economics; Instructional Material Evaluation; *Nutrition; *Nutrition Instruction; Secondary Education
IDENTIFIERS- *Caloric Values (Nutrition); *Software Evaluation

This courseware evaluation rates the Nutri-Calc microcomputer program developed by CAMDE of Tempe, Arizona. (The program--not included in this document--consists of Nutri-Calc, which calculates total nutritional intake and Recommended Daily Allowances, and Calorie-Magic, which calculates individual ideal caloric intake.) Part A describes Nutri-Calc in terms of subject area (food and nutrition) and hardware requirements (IBM-PC or XT, Apple II, MacIntosh, or TRS80) and indicates its suitability for use with students in grade 11 and up. Listed next are accompanying materials (manual) and time estimate (30 minutes). Availability information includes cost ($99.95), policies, and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This program could supplement a nutrition class, but classroom discussion is needed. Instructors were found to be difficult to follow and unclear. Moreover, some program commands do not work, it is difficult to exit, and the manual is not clearly written. A summary section shows that this courseware received overall ratings of "yes" for subject matter and application programs; "somewhat" for technical presentation, student interaction, and documentation; and "not applicable" for program interaction, student evaluation, and work behaviors. The program can be used to supplement class material, with help from the instructor. (SK)

ED 269 628 CE 044 451

Smith, Ellen R.
Custodial Curriculum. Curriculum Development Project. Final Report.
Renton Vocational Inst., Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 30 Apr 86
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cleaning; *Custodian Training; *Educationally Disadvantaged; Equipment Maintenance; Housekeepers; *Job Skills; *Job Training; Learning Activities; Learning Modules; *Maintenance; Postsecondary Education; Sanitation; Secondary Education; Skill Development; Vocational Education

This curriculum guide contains 10 units on custodial training that have been prepared for use by students who are academically disadvantaged. The packets, suitable for individualized instruction, have been written at an average reading level of seventh grade. Each packet contains an overview, learning objectives, pretest, written exercises, practice exercises, posttests, answers to tests, and a summary. The 10 units cover the following topics: the custodial industry; chemicals in the cleaning industry; restroom sanitation; cleaning an office area; safety and security; wall cleaning; hard and resiliant floor care; rug, carpet, and upholstery cleaning; window cleaning; and cleaning equipment. (KC)

ED 269 830 CS 505 291

Cohen, Marlene C.
Crossing the Bridge: Teaching Credit and Noncredit Courses for the Community College.
PUB DATE- 1 May 86
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; *Credit Courses; Higher Education; *Noncredit Courses; Professional Development; Program Descriptions; Program Development; *School Business Relationship; *School Community Relationship; *Speech Communication; Teacher Attitudes; Teaching Styles; Two Year Colleges

By fall of 1986, the mechanism should be in place for the speech faculty of a Maryland community college to be able to teach any combination of academic credit, community service noncredit, and off-campus training as part of their teaching contract. Noncredit courses include Parent-Child Communication and Overcoming Speech Anxiety. The noncredit enrollment option into credit courses on campus includes Public Speaking and Television Production. Contract training off-campus in business and industry includes Making Meetings Work and On-the-Job Interaction Skills. Credit courses offered off-campus at industrial parks include Public Speaking and Working Effectively in Groups. Speech faculty must be prepared to take on many roles for such noncredit programs to be successful, including that of a liaison for the department who will market and design courses, and that of course planner. Teaching styles will also require adjustment, starting with the skills orientation of the course titles, the "passing" policy of grading in the courses, and the prior research required to adapt each course to its audience. Success for the program requires that the costs and profits be shared across the credit/noncredit line. (HTH)

ED 269 889 EA 018 493

Blank, Rolf K.
Principal Leadership in Urban High Schools: Analysis of Variation in Leadership Characteristics.
SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Data which contributed to this paper were collected under contracts to COSMOS Corporation and James Lowry and Associates.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Role; Analysis of Variance; High Schools; *Leadership; Leadership Qualities; *Magnet Schools; *Principals; School Demography; School Statistics; *School Supervision; School Surveys; Urban Schools

The role of the principal as leader has been a subject of considerable debate and research in education. This study examines the extent of variation in leadership behavior and activities among urban high school principals. Data were collected through interviews with principals and teachers in national samples of urban comprehensive high schools and magnet high schools. The findings show that the extent of principal leadership varies widely among both comprehensive and magnet high schools. Comprehensive high school principals tend to provide more leadership in administrative areas than in educational areas; only a small minority are highly rated on all of the measures. Almost half of the magnet high school principals provide strong leadership in all areas. The extent of principal leadership is also analyzed by differences in school and district contexts. References are included, along with an appendix showing the variable indicators in the survey of comprehensive high schools. (Author/TE)

Investing in Change. An Appraisal of Staff Development Needs for the Delivery of Modernised Occupational Training.

Further Education Unit, London (England).; Manpower Services Commission, Sheffield (England).

REPORT NO.- ISBN-0-948621-17-6
PUB DATE- Apr 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Planning; Foreign Countries; Futures (of Society); *Modernization; *Needs Assessment; Postsecondary Education; Seminars; *Staff Development; *Technological Advancement; *Vocational Directors; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Great Britain

Regional and national seminars provided an opportunity for some 500 experts from industry and further education (FE) to analyze staff development needs related to modernization of occupational training in England. Eight issues affecting staff development were identified: environmental factors, access, relevance, design, delivery, assessment, cost-effectiveness, and industrial. These issues formed the core of an agenda for action which the seminars confirmed and exemplified. Twelve headings were identified as this agenda for action for staff development of FE teachers and trainers; modifying attitudes, a management responsibility, needs analysis, marketing, teaching skills, flexible learning, support skills, competence testing, interagency cooperation, links with industry, staff assessment/appraisal, and management skills. The seminars confirmed that these staff development items were not unique to the modernization of occupational training but they were necessary. The seminars also confirmed that while most of these staff development items related directly to the needs of FE teachers and trainers, other items related to the provision of a necessary support framework, including flexibility, local education agency (LEA) procedures, costing and pricing, local collaboration, obtaining modern equipment, and staff development budget. These items comprised a complementary staff development program for college managers and LEA FE officers and advisers. (Seminar program outlines are appended.) (YLB)

ED 269 643 CE 044 494

Electrical Power Station Theory. A Course of Technical Information for Electrical Power Station Wireman Apprentices. Revised Edition.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 86
NOTE- 195p.; For related documents, see CE 044 493 and CE 044 496.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Electric Circuits; Electric Motors; Electronics; *Equipment Maintenance; Industrial Education; Instructional Materials; Postsecondary Education
IDENTIFIERS- *Electric Power Generation

This third-year course for electrical power station wirer apprentices is a foundation for the study of all aspects of installation and maintenance of power station equipment. It also provides a good technical background as well as the general knowledge essential to power station operator trainees. The course is intended to be equivalent to a classroom course requiring a minimum of 5 hours of class attendance each week for 36 weeks. The seven units consist of one to six lessons each. Unit topics include care and maintenance of electric motors and generators, insulating materials for electrical machinery, electrical drawings, switches and circuit breakers, protective devices and relays, insulating oil, system voltage regulation and power capacitors, and control electronics. Each lesson provides a brief rationale for the content to be learned, lists directions, cites the required reference, lists check-up questions, and provides information sheets. (YLB)

ED 269 658 CG 019 043

Tori, Christopher D.; Cervantes, Oscar F.

The Academic Evaluation of Minority Graduate Students in Psychology: Problems and Challenges.

PUB DATE- 1 May 86

NOTE- 61p.; Paper presented at the Annual Meeting of the Western Psychological Association (66th, Seattle, WA, May 1-4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Academic Failure; *Academic Records; *Ethnic Bias; Ethnic Groups; *Graduate Students; Higher Education; Minority Groups; Nontraditional Students; *Psychology; *Racial Bias; *Student Evaluation

In order for the profession of psychology to guard against racial and ethnic prejudice in the education of future practitioners, it is important to systematically scrutinize training programs to determine if they are biased against minority persons. Such an invesigation was conducted with a sample of graduate students from the California School of Professional Psychology at Berkeley and at Fresno. The quantitative grade point average (GPA), entrance, grade, and dropout data on 74 Berkeley subjects were obtained from school records; comprehensive examination scores were also recorded. The Cross-Cultural Training Experience Questionnaire was completed by 138 Berkeley students, 21 Fresno students, and 11 Berkeley faculty members. Individual interviews were conducted with 20 minority students. Following a review of the historical factors which influenced the evaluative array of measurements used at this institution, it was predicted that significant differences would be found between minority and nonminority students on pre-admission GPA data; graduate school grades; scores on an objective, multiple-choice comprehensive examination; and incidence of academic failure and withdrawal. While results generally supported these hypotheses, academic differences between groups were often not as great as expected. It was further predicted and confirmed that monocultural bias would be recognized as a serious issue by many students and would be intensely experienced by minority students. These findings suggest that racial and ethnic bias remains a serious problem in the education of future psychologists. A six-page list of references is included. The appendices consists of: (1) the Student Evaluation Form used at the Berkeley campus; (2) the Cross-Cultural Training Experience Questionnaire; and (3) the interview questions used in this study with minority students at Berkeley. (NB)

ED 269 672 CG 019 057

Engebretson, Darold E.; Ackerley, Gary D.
Training Beginning Therapists Using an Operant Format.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Course Descriptions; *Graduate Students; Higher Education; Interpersonal Competence; *Microcounseling; Practicums; *Program Design; *Psychology; Skill Development; Student Attitudes; Therapeutic Environment

This paper outlines a 9-week program for the acquisition of basic psychotherapeutic knowledge, attitudes, and skills for pre-practicum graduate students in professional psychology. Basic to the design of the described program are assumptions that participants have previously acquired, and demonstrated, proficiency in interactional skills which are precursors of the outcome behaviors specified for this course. The format presented includes: (1) use of videotape recorders; (2) verbal setting operations designed to elicit verbal behaviors that can be operantly shaped for successful mastery of recognizing and pursuing appropriate therapeutic leads and subsequent responses; (3) attitude shaping to effect a positive therapeutic climate; (4) "in vivo" experience in correlating the intended purpose of basic therapeutic leads and responses with subsequent patient behavior and affect; and (5) acquisition of knowledge gleaned from dyadic interactions, from brief presentations by the trainers, and from focused reading. Major contributions of the program are discussed, including the recognition of the prior experiential background of the participants, the use of an operant paradigm for the refinement and enhancement of therapeutic behaviors, and the design of teaching/learning activities which lowers the threat level and is self-affirming because recognition of existing competencies is acknowledged and reinforced. (Author/NB)

ED 269 700 CG 019 087

Van Dover, Leslie J.

Health Promotion through the Use of Nurse-Client Contracts.

PUB DATE- 19 Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related documents, see CG 019 086 and CG 019 088.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attrition (Research Studies); Contraception; *Family Planning; Females; Knowledge Level; *Nurses; *Performance Contracts; *Pregnancy; *Prevention; Reinforcement; Sex Education; *Young Adults
IDENTIFIERS- *Health Promotion

Much of the practice of community health nurses is focused on health promotion. Nurse-client contracting has been used with clients experiencing hypertension, diabetes, or arthritis. A study was conducted to determine whether nurse-client contracting would be useful as a method for providing nursing care to assist sexually active young women to reduce their risk of having an unintended pregnancy. The pretest-posttest field experiment involved subjects in two contracting groups and one control group. Of subjects involved in contracting, 50 received a client-selected reinforcer for each contract fulfilled and 51 received no reinforcers. The 101 contracting subjects wrote a total of 286 contracts. The family planning nurse-client contracting process included four phases: assessment, planning, implementation, and evaluation. The results indicated that subjects chose a wide variety of behaviors for their contracts. Both of the contracting groups wrote approximately the same number of contracts. Subjects who received reinforcers fulfilled significantly more of their written contracts than did subjects in the non-reinforcement group. Subjects who did not receive reinforcers were significantly more likely to drop out of the study than those who received reinforcers. Although both forms of contracting resulted in positive gains in subject knowledge and health behavior, these findings indicated that contracting with reinforcement had definite advantages over contracting without reinforcements. (NB)

ED 269 728 CS 008 415

Miller, Gloria E.
The Effects of Self-Instructions and Didactic Training on Fifth-graders' Detection of Errors in Prose Passages.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
NOTE- 223p.; Doctoral Dissertation, University of Wisconsin-Madison.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Cognitive Development; Comparative Analysis; Grade 5; *Independent Study; Intermediate Grades; *Metacognition; Reading Ability; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Processes; *Reading Research; *Teaching Methods; Training Methods
IDENTIFIERS- *Comprehension Monitoring; Didactic Teaching

A study was designed to improve fifth-graders' limited use of comprehension monitoring processes during reading through a self-instructional approach. Thirty-nine average and superior comprehenders were tested on their ability to detect inconsistencies contained in short essays prior to, immediately after, and one week after participation in one of three instructional groups: a teacher-directed didactic control group, a neutral self-instruction group, and a specific self-instruction group. Children in the didactic control group received the same instructional content as children in the neutral self-instruction group, but without active rehearsal. In addition to the active rehearsal components, the specific self-instruction group received self-statements specifying an optimal task criterion. Within each ability level, planned contrasts were made among students' immediate and delayed performances across the three instructional groups. Immediately after training, the average comprehenders displayed equivalent improvement across all groups while the superior comprehenders in the specific self-instruction group improved significantly more in detecting errors than did the didactic control group. One week later, no improvement differences were noted between the groups for either ability level. Superior comprehenders displayed significantly greater improvements than the average comprehenders only immediately after receiving the specific self-instruction. Although the superior comprehenders detected more text errors than the average comprehenders, the patterns of improvement following instruction were similar in all the remaining between-ability comparisons. (Author/HOD)

ED 269 756 CS 209 342

A Celebration of Teachers for the Diamond Jubilee of the National Council of Teachers of English. New Edition.

National Council of Teachers of English, Urbana, Ill.

REPORT NO.- ISBN-0-8141-0485-1
PUB DATE- 86
NOTE- 64p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 04851, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Teaching; English Instruction; Motivation;

Professional Recognition; Stimulation; Success; *Teacher Effectiveness; Teacher Response; Teachers; Teacher Student Relationship; Teaching Experience; Teaching Methods; Teaching Skills
IDENTIFIERS- *English Teachers; *Outstanding Teachers

Recognition of teachers has been a focus of the Diamond Jubilee Year of the National Council of Teachers of English (1985-86), which honors the outstanding teachers of some of the nation's leaders in this collection of testimonials about the influence these teachers have had on their lives. Contributors to the collection are Margaret Walker Alexander, Rudolfo A. Anaya, Edward Asner, William Attwood, Louis Auchincloss, Erma Bombeck, Wayne Booth, Ernest L. Boyer, Gwendolyn Brooks, Art Buchwald, Barney Bush, Jimmy Carter, Henry G. Cisneros, Lucille Clifton, Pat Conroy, Norman Cousins, Peter De Vries, Richard Eberhart, Mary Hatwood Futrell, Nikki Giovanni, William Goldman, Eloise Greenfield, Joy Harjo, Rev. Theodore M. Hesburgh, Kristin Hunter, Karla Kuskin, Nancy Larrick, Madeline L'Engle, James A. McPherson, Naomi Long Madgett, Haki R. Madhubuti, Bernard Malamud, Sharon Bell Mathis, N. Scott Momaday, Willie Morris, Edwin Newman, Richard M. Nixon, Louis Nizer, Felipe De Ortego Y Gasca, Simon J. Ortiz, Norman Vincent Peale, Walker Percy, Alvin F. Poussaint, Gloria Randle Scott, John B. Slaughter, William Stafford, Alvin Toffler, Darwin Turner, Montana H. R. Walking Bull, Robert Penn Warren, Clifton R. Wharton, Jr., Herman Wouk, and Jane Yolen. (EL)

ED 269 771 CS 209 686

Baiocco, Sharon A.
An Analysis of the Predrafting Composing Processes of Eight College Students and the Natural Contexts for Their Writing.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; College Freshmen; Content Analysis; Cooperation; Higher Education; Nontraditional Students; Persuasive Discourse; Problem Solving; Writing Exercises; *Writing Processes; *Writing Research

A study examined the composing processes of eight college freshman writers and the contexts for their writing when they composed in natural settings without narrow time constraints. Subjects, both traditional freshmen and adult learners with varying degrees of writing skill, were assigned two research tasks during which they kept tape-recordings and logs of their composing sessions and processes, as well as all their written products. The first task was a carefully subdivided persuasive writing assignment, while the second task was a "free choice" assignment for which students had to invent the writing problem as well as its solution. The results indicated that students varied considerably in the frequency of their composing sessions, and that time was the single most important external factor affecting students' composing processes. The recursive nature of the composing process was supported by the results. Most subjects were capable of successfully drafting short papers without having any written plan for their drafts, suggesting that traditional "outlining " methods are simply not necessary. The persuasive task elicited more varied process strategies for generating ideas, engaging students in use of analogy, conditional argumentation, hypothetical scripts, and other imaginative strategies. Students generated more ideas at all levels for the problem paper, and also more written plans; despite this, however, final drafts of these papers were an average of six sentences shorter, suggesting that translating ideas into words was harder for the persuasive task. The results have implications for teachers that involve the need to set up supportive writing environments and to establish instructional objectives and make assignments that draw on students' own experience. Implications for the direction of writing research in the areas of composing contexts, composing processes, and task variables are also discussed. (HTH)

ED 269 801 CS 209 784

Ewald, Helen Rothschild

The "Model" Reader: Audiences within Genres.

PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Audiences; Higher Education;

Literary Criticism; Literary Genres; *Models; *Persuasive Discourse; *Reader Text Relationship; Rhetoric; Rhetorical Criticism; *Technical Writing; Writing Instruction
IDENTIFIERS- *Audience Awareness; Discourse Modes; *Readership Analysis; Textual Analysis

With the advent of the process approach to teaching writing, the use of products or models in the composition classroom has declined, replaced by heuristic exploration of the rhetorical situation, with special emphasis on audience analysis. Some researchers have emphasized the difference between internal audiences and audiences external to the text, while other theorists have focused on the relationship between internal audiences and specific genres. Internal readerships are common in business and technical writing, as well as academic writing--persuasive discourse as well as literary discourse. Internal readers of various types have been the focus of entire schools of literary criticism, especially reader-response critics. For example, in his book on the validity of interpretation, E.D. Hirsch ties interpretation to reader expectations that arise from the interpreter's conception of the "type of meaning" being presented in the text. Not so well studied are the readerships inherent to academic discourse, although their presence seems to be assumed by most theorists. Technical and business writing target readerships through structural conventions. Even persuasion encodes its own image of reader, reflecting the cultural percepts of the time. The prevalence of model readers within genres suggests that models as examples of generic types can be introduced into the writing classroom without sacrificing attention to rhetorical concerns, such as audience. (HOD)

ED 269 860 EA 018 400

Kealey, Robert J.
Curriculum in the Catholic School. NCEA Keynote Series No. 9.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 65p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($6.60 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; *Catholic Schools; *Curriculum; *Curriculum Development; Elementary Secondary Education; Learning; Principals; Teacher Role; Textbook Evaluation

The character of the Catholic school curriculum is affected by how people learn, what elements are included in a curriculum, how Catholic schools are unique, how curricula are developed and implemented, and what teachers and administrators need. The first of this booklet's six chapters describes psychomotor, cognitive, and affective learning. Chapter 2 defines the curriculum as an

evolving plan of sequential learning opportunities and discusses the school's purpose, goals, and objectives. Chapter 3 reviews seven characteristics that set the Catholic school apart: sponsorship, philosophy, goals, the total educational program, academic quality, values development, and the teacher's role as minister. Chapter 7 presents a seven-step process for developing the Catholic school curriculum: (1) formation of a school/community curriculum committee, (2) development of the school philosophy, (3) determination of student characteristics, (4) development of school goals, (5) writing specific learning objectives, (6) determining specific learning activities, and (7) evaluating the curriculum. Chapter 5 discusses the teacher's role in classroom implementation of the curriculum. Chapter 6 reviews the principal's role and the needs of the personnel involved in implementation. Appendixes include a textbook evaluation instrument and an example from a scope and sequence chart. Suggestions for study are provided. (PGD)

ED 269 934 EC 182 718

The Employment Opportunities for Disabled Americans Act of 1985. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session on H.R. 2030 Employment Opportunities for Disabled Americans Act (October 17, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 89p.; Serial No. 99-59. Parts of the document contain small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Demonstration Programs; *Disabilities; *Employment; *Federal Aid; Federal Legislation; Hearings

IDENTIFIERS- Congress 99th; *Employment Legislation; Proposed Legislation

The hearing features statements and related materials on the Employment Opportunities for Disabled Americans Act of 1985, which would include authorization for continued payment of Social Security Insurance benefits to individuals who work despite severe medical impairment. The bill would also establish demonstration grant programs for employment of disabled workers. Statements are presented for state and local social services agencies and

foundations, federal and state officials, and representatives of disability and advocacy organizations. (CL)

ED 269 574 CE 044 356

Topp, Bruce W.; Kardash, Carol Anne

Personality Traits of Police Cadets: Relationship to Academy Performance.

PUB DATE- Apr 86
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Demography; Influences; *Performance Factors; *Personality Traits; *Police; *Police Education; Postsecondary Education; Student Attitudes; Student Characteristics; *Trainees

A study examined the relationship of the personality traits of 94 police cadets to their performance at a southwestern state law enforcement academy. The overall training success (percentage of total points earned) of recruits enrolled in 11 weeks of on-site training classes was the primary criterion of the study, and raw personality factor scores and demographic variables served as predictors. The sample differed significantly from population norms on one-half of the primary source personality traits, with recruits being more emotionally stable, conscientious, self-reliant, self-assured, conservative in their thinking, relaxed, and socially precise than the general public. Higher educational levels and preference for theoretical courses were significantly related to good academy performance; gender was also significant, with males scoring higher than females. As expected, general intelligence was associated with overall training achievement, although it failed to discriminate graduates from dropouts. The finding of a significant relationship between higher general intelligence and higher criterion scores is not to suggest that personality traits and attitudes are entirely independent of training achievement. Persistent and conscientious individuals who prefer an academic training curriculum are also likely to perform well. (MN)

ED 269 616 CE 044 424

Evaluate Your Instructional Effectiveness. Second Edition. Module D-6 of Category D--Instructional Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-205-8
PUB DATE- 86
NOTE- 33p.; For related documents, see ED 266 275-279, ED 266 300, and ED 266 320-321.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Teacher Education; Evaluation Criteria; *Evaluation Methods; Feedback; Information Sources; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Records (Forms); *Self Evaluation (Individuals); *Teacher Effectiveness; *Teacher Evaluation; *Vocational Education; Vocational Education Teachers

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, trains teachers in how to evaluate their instructional effectiveness. Addressed in the individual learning experiences included in the module are the following topics: sources of feedback (teachers, state department of education supervisors and university faculty, oneself, and students); evaluation methods (observations, checklists, videotaping, assessments of student performance, and anecdotal records); and use of feedback results. Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

ED 269 629 CE 044 452

Buche, Fred; Cox, Charles

Development of Competency-Based Articulated Automotive Program. Big Bend Community College and Area High Schools. Final Report.

Big Bend Community Coll., Moses Lake, WA.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 18 Apr 86
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement; *Articulation (Education); *Auto Mechanics; Behavioral Objectives; Community Colleges; *Competence; Competency Based Education; *Curriculum Development; High Schools; Learning Modules; Material Development; *Student Evaluation; Two Year Colleges

A competency-based automotive mechanics curriculum was developed at Big Bend Community College (Washington) in order to provide the basis for an advanced placement procedure for high school graduates and experienced adults through a competency assessment. In order to create the curriculum, Big Bend Community College automotive mechanics instructors, in conjunction with the joint advisory committee and Moses Lake High School automotive mechanics instructors, reviewed exemplary curricula, compiled competency lists, and had competencies rated and varified by advisory committee members. The final curriculum consists of six modules. An assessment form and procedures for advanced placement for students and adults also was developed. (Most of this document consists of a section of student learning objectives and an automotive mechanics competency-based curriculum handbook. The objectives are divided into first-year and second-year programs and cover the subjects of the modules. The curriculum handbook explains the procedure for advanced placement, and provides an automotive mechanics assessment form and a list of competencies. It contains six competency modules that cover the following topics: shop skills and safety; engine service; brakes, suspension, and steering; electrical systems; fuel system; and power trains. Each competency module contains a list of tasks, a performance objective, and enabling objectives that show successful performance of the task.) (KC)

ED 269 686 CG 019 071

Flick, Louise H.; McSweeney, Maryellen
Parental Awareness: A Social Cognitive Explanation of Adolescent Mother-Child Interaction.
Saint Louis Univ., MO. School of Nursing.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- Nov 85
NOTE- 30p.; Also sponsored by Sigma Theta Tau. Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related document, see CG 019 070.
GRANT- 1-R01-MH-36915; 1-R01-PG00136
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Cognitive Ability; *Early Parenthood; *Mothers; Parent Child Relationship; *Parenting Skills; *Social Cognition
IDENTIFIERS- *Parental Awareness Model (Newberger)

The role of psychosocial immaturity in the behavior of adolescent mothers remains unexplained. This project explores the validity of Newberger's Parental Awareness (PA) model which outlines the development of parents' conceptions of their parental role. PA distinguishes parents reported to be abusive from non-abusive parents. This study tests the previously untested hypothesis that, among adolescents, PA is positively associated with mother-child interaction. An age-stratified sample of 136 mothers aged 15-20 with a first-born child aged 9-27 months, was drawn from two urban programs. During two home visits, PA interviews were conducted and observations made of mother-child interactions. Three methods for recording behavior were used and data were reduced to 27 variables. Multiple regression analyses allowed controlling potential confounders prior to hypothesis testing. PA proved associated with more of the mother-child interaction variables than any other variable, including socioeconomic status, presence of mate, recent life changes and verbal ability. These findings suggest PA is an important developmental dimension for service programs which could either promote development or accommodate an achieved level of awareness. (Author/ABL)

ED 269 714 CG 019 101

Solarz, Andrea
Social Supports among the Homeless.

PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related documents, see CG 019 099-100.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Relationship; *Friendship; *Homeless People; *Interpersonal Relationship; Life Style; Religion; Social Isolation; *Social Networks; *Social Support Groups

The homeless have long been considered a disaffiliated and socially isolated group. Research has indicated that most of the homeless are single and have no family relationships or friends to provide support. A study was conducted to gather information on both objective and subjective measures of social support from 125 individuals residing at a temporary shelter in a large midwestern city. Objective measures included marital status, church attendance, the number of good friends and the frequency of contact with them, and the presence of relatives and the frequency of contact with them. Subjective measures of social support were made to assess how the respondents felt about the quantity and quality of support received. While the results are generally supportive of the contention that the homeless lack social supports, they also suggest that many respondents had significant resources available to them for social support. In particular, participants were able to identify family members as providers of social support. Shelter users can be assumed to be willing to accept certain types of social support, simply by virtue of the fact that they are accepting shelter services. The homeless who remain on the street may be more likely to rely on alternatives which do not involve social interactions. Future research should examine social support among this more difficult street population. (NB)

Hansen, Georgene
Cooperative vs. Individual Learning Effects on Vocabulary Retention.
PUB DATE- May 86
NOTE- 44p.; M.A. Thesis, Kean College of New Jersey.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 7; Group Activities; Junior High Schools; Junior High School Students; Peer Groups; *Peer Teaching; *Reading Instruction; *Reading Research; *Socialization; *Teamwork; *Vocabulary Development
IDENTIFIERS- *Dyads

A study examined the relative merits of individual and cooperative methods of vocabulary instruction in the seventh grade. It was hypothesized that socialization would act as a motivating force among these adolescents, and that those involved in paired instruction would show increased vocabulary retention. Students in both control (individual) and experimental (paired) groups were assigned the same exercises. Results show that, while there was a substantial gain in vocabulary for both groups, the experimental group made a greater gain. Among the factors for the paired groups' superior performance may have been their enthusiasm for the program, the challenge inherent in working with a partner, and the use of oral language and discussion during instruction. A review of related literature dealing with peer tutoring conclusively points to the increased academic gains made by all (both tutor and tutee) involved, as well as more positive self-image, increased interest in school, and greater self-confidence. Teachers benefit as well by having an increased opportunity to individualize instruction. Many teacher's guides to peer tutoring include suggestions for activities and guidelines for setting up a peer tutoring program, training tutors, and evaluating the program. (LLZ)

ED 269 786 CS 209 750

Critical Thinking Skills in Secondary Language Arts.
Brevard County School District, Rockledge, FL.

PUB DATE- Aug 85
NOTE- 103p.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Critical Thinking; Curriculum Development; *English Curriculum; *Integrated Curriculum; Literature Appreciation; Logic; Questioning Techniques; Secondary Education; Teaching Methods; Test Wiseness; Vocabulary Development; Writing Instruction
IDENTIFIERS- *Thinking Skills

Acknowledging that reasoning ability has been identified by the College Board as one of the six basic academic competencies, this guide is intended to help secondary school language arts teachers integrate critical thinking skills into their curriculum. The guide is divided into the following sections: (1) test-taking skills (summary of college related tests, general strategies, SAT and PSAT/NMSQT, analogies, antonyms, sentence completions, reading comprehension, test of standard written English, ACT, Advanced Placement Test, and Assessment of Skills for Successful Entry and Transfer); (2) questioning strategies (Bloom's Taxonomy, sample question items, oral questioning strategies, and student-generated questioning); (3) literature (labeling thought processes, group activities, teaching poetry, projects and enrichment, bulletin board, and testing); (4) writing (clustering, freewriting, writing groups, revision strategies, sentence combining, journals, metaphors, dictation, research, and essay questions); (5) logic (patterning, making inferences, drawing analogies, speculating/cause and effect, syllogisms, fallacies in logic, and brain teasers); and (6) vocabulary (identification of new words, context, word elements, word relationships/synonyms, antonyms, homonyms, acronyms, analogies, categories of words, Americanisms/euphemisms, and dictionary skills). (HOD)

ED 269 816 CS 505 272

Allen, R. R.; Brown, Kenneth L.
Developing Communication Competence in Children: Ten Years Later.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Curriculum Development; *Educational Assessment; Elementary Secondary Education; *Interpersonal Competence; Material Development; *Position Papers; Professional Associations; Reports; *Speech Communication; Speech Instruction; State Curriculum Guides
IDENTIFIERS- *National Project Speech Commun Competencies; Speech Communication Association

In the early 1970s, the Speech Communication Association, with the support of a grant from the Axe-Houghton Foundation, sponsored the National Project on Speech Communication Competencies. The final report of that project was published in 1976 by the National Textbook Company under the title "Developing Communication Competence in Children." The functional approach advocated in the report was characterized by two themes: (1) instruction for competence in speech communication is organized around the communication acts of controlling, expressing feeling, informing, ritualizing, and imagining; and (2) instructional situations should be designed to help students develop a wide repertoire of communication strategies and skills, select skills that seem appropriate to the situations, implement the skills through practice, and evaluate the effectiveness and appropriateness of the skills used. In the years following the publication of the report, the functional approach advocated in the project has encouraged curriculum development, influenced the preparation of instructional materials, contributed to the dialogue about the nature of communication competence, helped educators face assessment issues, and provided a framework for professional statements encouraged by the Speech Communication Association. Three pages of references are included. (HOD)

ED 269 846 EA 018 373

Maguire, Thomas O.
Is Canada a "Nation at Risk"? What Reports on U.S. Education Signify for Us.
PUB DATE- 30 May 85
NOTE- 21p.; President's Invited Address to the Canadian Educational Researchers Association (Montreal, Quebec, Canada, May 30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Cognitive Development; Curriculum Development; *Educational Assessment; Educational Change; Educational Improvement; Educational Practices; *Educational Quality; Educational Research; *Educational Status Comparison; Foreign Countries; General Education; High School Students; *Research Needs; Secondary Education; Standardized Tests; Vocational Education
IDENTIFIERS- *Canada; *Excellence in Education; High School A Report on Secondary Educ in America; Horaces Compromise Dilemma of American High Sch; Nation at Risk (A); Place Called School (A)

From the approximately three dozen reports that describe the crisis in American education, the president of the Canadian Educational Researchers Association briefly describes four: "A Nation at Risk" (National Commission on Excellence in Education); "High School: A Report on Secondary Education in America" (Ernest L. Boyer); "Horace's Compromise: The Dilemma of the American High School" (Theodore R. Sizer); and "A Place Called School" (John Goodlad). Canada is not yet "a nation at risk," because education is strongly entrenched as a provincial responsibility; a conservative noninterventionist Supreme Court influences the direction of education; and the timelag between the creation of educational ideas in the United States and their movement to Canada gives Canadians space to evaluate and select the best of the ideas. However, embedded in these reports are statements and ideas that indicate a need for investigation in the Canadian context: two particular areas of need are good qualitative research on the adolescent in high school, and a general education curriculum that combines both the idea of education for citizenship and education for eventual on-the-job skill development. Finally, the American experience suggests the desirability of research in the Canadian setting on the influence that standardized testing programs have on educational practice, and on how to assess or describe higher order cognitive achievements. (MLF)

ED 269 903 EA 018 518

Lafleur, Clay
Concerns about Implementing Provincial Curriculum Documents within a County School Board with Modest Program Support Staff.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Program Implementation; Program Validation; Rural Schools; School Accounting; School District Autonomy; State Curriculum Guides; *State School District Relationship; *State Standards
IDENTIFIERS- Ontario (Simcoe County)

Ontario public school systems are responsible for ensuring that Ministry of Education documents, such as subject guidelines, are implemented in their schools. This paper describes an implementation plan developed and used in Simcoe County by a large rural school board with modest program support staff. Four distinct phases characterize this board's Document Implementation Plan: validation, planning, implementation, and review. Each of these phases is discussed in turn, and some of the inevitable tensions that arise when a local jurisdiction attempts to implement centrally developed provincial curriculum standards are also examined. The sources of tension include provincial direction versus local responsibility, collective agreements, shifting financial responsibility to local municipalities, limited resource materials, the large number of documents that must be implemented, the specified timeline, readiness for implementation, and accountability for curriculum implementation. The report concludes with a number of reflections on the implementation process. (TE)

ED 269 952 EC 182 738

Ysseldyke, James E.; And Others
Instructional Decision-Making Practices of Teachers of Preschool Handicapped Children. Early Childhood Assessment Project Research Report #3.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 85
NOTE- 34p.; For other reports in this series, see EC 182 736-741.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Decision Making; *Disabilities; *Individualized Education Programs; *Instructional Design; Preschool Education; *Special Education Teachers; *Student Evaluation; Teacher Role

A study was conducted to document how 10 teachers of preschool handicapped children make decisions related to Individualized Education Program (IEP) development and revision, monitoring of pupil progress, and instructional modifications. Information also was obtained about exit criteria for students in programs for preschool handicapped children. Extensive interviews of teachers indicated that they are involved in IEP development and revision, with revisions influenced by pupil progress on IEP objectives. Student progress typically is evaluated through informal behavioral observations rather than through systematic and continuous measurements of performance. Few teachers have time for evaluation built into their schedules, even though most feel it would be advantageous. Program exit, either to a regular education program or to other special education programs, most often is based on chronological age or attainment of age-appropriate or kindergarten level skills as judged by teachers. (Author/CL)

ED 269 559 CE 043 782

Energy and Power--Math. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 71p.; For other guides in this series, see CE 043 781-792. Portions may be marginally legible due to small, light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Curriculum Development; *Energy; *Evaluation Criteria; Industrial Arts; Integrated Curriculum; *Mathematics Skills; *Power Technology; Secondary Education; *Trade and Industrial Education

A curriculum alignment chart is presented that translates mathematics goals/indicators into related vocational skills for the energy and power course in the secondary vocational education curriculum. The chart contains three columns that correlate (1) vocational education performance indicators, (2) vocational education competency and mathematics skill/concept, and (3) relevant mathematics competency indicators. A page that corresponds to the chart provides suggestions for instructing students in the skills listed on the chart and activities that might be appropriate. These activities may be sample test items and/or practical applications of skills learned. (YLB)

ED 269 602 CE 044 397

Hunter, Larie Ross
Survival Tactics for Implementing Organizational Career Development.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; *Career Education; Educational Benefits; Employer Employee Relationship; *Industrial Training; *Organizational Climate; *Organizational Development; Postsecondary Education; *Program Development; Staff Development

Employer-sponsored career development programs can be a vital force for increasing productivity, reducing employee turnover, and insuring that an organization has a pool of motivated employees from which to draw new talent. However, none of these benefits can occur unless organizations undertake initiation of career development programs according to well-thought out principles. The inception of a career development program is its most fragile and necessary component. New programs should be thoroughly researched, and those responsible for originating a program should study the evolving program for as long as necessary. Determining the functions, philosophy, and goals of the program at the outset is essential. A carefully chosen advocacy committee can serve to enhance the political survival of the program, answer questions, and function as a sounding board. Needs assessment, the offer of training and support to managers responsible for delivering career development services, and linking a new program with an older one are good ways to ensure the success of a new program. An excellent way to incorporate career development activities into existing human resource development activities is to use at least one career development activity during performance appraisals or salary reviews. (MN)

ED 269 644 CE 044 496

Curriculum Revision--Electrical Meterman and Station Wireman Apprentice. Final Report.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- Jun 86
NOTE- 17p.; For related documents, see CE 044 493-494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; *Curriculum Development; *Electrical Occupations; *Electricians; Electricity; Job Skills; *Occupational Information; Postsecondary Education; *Trade and Industrial Education

This report describes a project to revise curriculum for the apprenticeship and other training programs preparing students for journeyman status in the electrical meter worker and station wirer trades. Products were a lineworker course information guide and revised copies of the electrical theory course for electrical meter worker and station wirer apprentices, an answer book for the electrical theory course, and electrical power station theory course. This final report also provides task listings for the three years of lineworkers apprenticeship training. Jobs, tasks, descriptions, and recommendations for method of instruction/introduction--school instruction, on-the-job instruction, and/or on-the-job training--are charted. (YLB)

ED 269 831 CS 505 295

Jaben, Twila H.
Implementation of Creative Listening Strategies in the Classroom.
PUB DATE- Mar 86
NOTE- 19p.; Paper presented at the Annual Meeting of the International Listening Association (7th, San Diego, CA, March 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Convergent Thinking; *Creative Activities; Creativity; *Divergent Thinking; Elementary Education; Language Arts; *Learning Activities; Learning Strategies; *Listening Comprehension; *Listening Skills; Speech Communication; *Teaching Methods

Arguing that listening is a skill that should be taught systematically in the schools, this paper presents a rationale and strategies for implementing listening instruction in the classroom. The paper first contrasts convergent and divergent thinking, noting that creativity and problem solving are in this latter mode. Next, it examines definitions of creativity and listening. It then describes how to implement listening instruction, and how to create the appropriate environment for teaching the following listening skills: prelistening strategies, listening strategies, listening for verbal and nonverbal cues, and listening for main and supporting ideas and learning to ignore irrelevant information. The paper concludes with six detailed creative listening activities. (HOD)

ED 269 875 EA 018 477

The Principalship in Georgia: Teachers' Perceptions.
Georgia Professional Standards Commission, Atlanta.
PUB DATE- Nov 85
NOTE- 165p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; Charts; Elementary Secondary Education; Graphs; *Principals; School Demography; *School Statistics; Surveys; Tables (Data); *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Characteristics; Teacher Distribution; Teacher Salaries; Teaching (Occupation)
IDENTIFIERS- *Georgia

This report, the last in a series of three studies on the nature of school administration in Georgia, provides an array of statistical tables and charts, along with interpretive information, on teachers' perceptions of the principalship. These data highlight the following issues: imbalance of the work force; role of the principal; quality and relevance of teacher preparation programs, educational administration programs, and staff development; teacher supply and demand; discipline; geographic diversity; and public commitment to quality education. After an introductory essay establishing the context of the study, the first section provides a demographic survey profile of the teachers. The second section focuses on teachers' perceptions of the role, authority, and performance of their principals. The third section focuses on teacher satisfaction with their local schools, state policies, and their current teaching positions. The fourth section documents teacher career plans and compensation, while the fifth discusses problems and issues raised by these teachers' perceptions. A bibliography is included, along with five appendixes: (1) design of the study, (2) the teacher questionnaire, (3) a cover letter from the Governor of Georgia to the teachers, (4) a coding reference sheet, and (5) teachers' ratings of principals in various proficiencies. (TE)

Frels, Kelly; Cooper, Timothy T.
A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. Revised.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 86
NOTE- 26p.; This document is a revised version of ED 228 725.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 Southwest 29th, Suite 223, Topeka, KS 66614 ($4.95 plus $1.00 postage and handling, prepaid; actual postage and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compliance (Legal); *Documentation; Due Process; Elementary Secondary Education; Evaluation Methods; Teacher Administrator Relationship; *Teacher Dismissal; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision

This article presents a documentation system that principals can use in the teacher evaluation process to help improve a teacher's performance or, if necessary, to present at a hearing to support a recommendation for termination. The documentation involves the use of several types of memoranda: (1) memoranda to the principal's file (for less significant infractions or deviations by a teacher); (2) specific incident memoranda (for recording conferences with a teacher concerning a more significant event; (3) visitation memoranda (for recording observations of teachers on the job); (4) summary memoranda (for conferences in which several incidents, problems, or deficiencies are discussed); and (5) an assessment instrument (to evaluate overall performance). Advice is also provided on the writing of clear, objective, and factually supportive memoranda and on evaluating termination options. Samples of each type of memorandum are appended, along with a sample letter that illustrates how not to handle a situation involving problem

behavior by a teacher. (TE)

Scavuzzo, Annebelle

Language Disorders and Reading: Interdependence Necessitates Combined Intervention Approaches.

PUB DATE- Nov 85
NOTE- 26p.; Paper presented at the Annual Convention of The American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985). Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Intervention; *Language Acquisition; *Language Handicaps; Models; Oral Language; *Reading Instruction; Speech Pathology; *Speech Therapy; Theories; Written Language

The presentation examines information on the issue of language-reading dependency and the roles that speech language pathologists (SLPs) can play to address both skills. The relationship of oral language and reading development is examined in terms of models (such as the Top-Down/Bottom-Up model) and hypotheses and research etiology. Studies on the topics are discussed and the belief that a strong interdependent relationship exists between oral language competence and literate language learning is explored. The paper suggests eight options for SLPs in working with children referred for not learning to read, including assisting in the selection of the reading program and modifying instructional language. Treatment approaches that stress linguistic awareness, fluency, narrative work, retrieval, written language and study skills, comprehension monitoring strategies, monitoring of self correction, and restructuring of syntactic and semantic complexity. A six-page bibliography concludes the report. (CL)

ED 269 935 EC 182 719

School Programs for Gifted and Talented Students.
Massachusetts State Dept. of Education, Boston. Office for Gifted and Talented.
PUB DATE- 85
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Program Descriptions; State Surveys; *Talent
IDENTIFIERS- *Massachusetts

This directory is a compilation of Massachusetts' programs for gifted and talented students reported by survey in 1984. Programs are organized alphabetically by title within four major topic areas: local school programs, academic regional programs, vocational-technical regional programs, and a special project at Southeastern Massachusetts University that serves area high schools. Information reported for programs includes contact person, grades served, curriculum, program type, instructional model (including B. Bloom's taxonomy, structure of the intellect, enrichment triad, revolving door, and future problem solving bowl), time, staff, and funding source. Also included is a brief program summary. Appendixes provide (1) an analysis of trends in reported programs, (2) a description of inservice education through the Commonwealth Inservice Institute, and (3) a breakdown of Education Block Grant funds by school district. An index provides access to program summaries by school district and grade level. (CL)

ED 269 588 CE 044 379

Vocational Education and Training in Distribution. A Summary Report Analysing Vocational Education and Training (VET) in the Distributive Industry.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-948621-07-9

PUB DATE- Dec 85

NOTE- 66p.; Some charts may be marginally legible due to small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Competency Based Education; *Distributive Education; *Educational Needs; Foreign Countries; *Job Training; Learning Modules; *Marketing; Postsecondary Education; *Staff Development; Vocational Education

IDENTIFIERS- England

This summary of a larger report on the education and training needs of the distributive industry in England is intended to stimulate and assist the further education (FE) system in the provision and marketing of more education/training for the industry. Following a brief background to the project, the structure of, developments in, and major problems of the distributive industry are outlined in section II. Section III reviews vocational education and training provision for distribution. College-employer liaison, examining body-employer liaison, and developments in progress by the examining bodies are considered. Section IV discusses employer provision of training and training policy. It also includes a survey of short- and long-term training needs. Sections V and VI suggest how the concepts of competency-based training and modularization may better serve the industry. Section VII concludes by stressing the need for the development of a more coherent training policy for the industry. Appendixes include an example of a modular task-oriented framework, an analysis of current FE courses in distribution, a more detailed consideration of recurring training needs in the distributive industry, a glossary, and a bibliography. (YLB)

Guidance Grades K-12. Teacher Handbook. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 85
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; *Curriculum Guides; *Developmental Programs; Elementary Secondary Education; Interpersonal Competence; Lifelong Learning; *School Guidance; Self Esteem; *Student Development; *Teaching Guides
IDENTIFIERS- Life Planning; North Carolina

This handbook on guidance is one of several subject-area curriculum guides resulting from the North Carolina Department of Public Instruction's efforts to revise the "North Carolina Standard Course of Study" and to develop the "Teacher Handbook" for the competency-based curriculum. The background, overview, philosophy, and rationale of thse efforts are explained and sections are provided on thinking skills, programs for exceptional children, and notes for handbook users. The purpose and overview of the guidance curriculum is explained and four basic goals are identified as helping students to: (1) demonstrate a positive self-attitude; (2) gain life-planning skills consistent with needs, interests, and abilities; (3) develop responsible social skills; and (4) understand and appreciate lifelong learning, growth, and change. Descriptions of developmental tasks and coping behaviors are presented for early childhood, middle childhood, and adolescence in the areas of educational/career, personal/emotional, and social maturation. Anticipated learning outcomes are listed. The remainder of this guide is divided into sections by grade level (K-3, 4-6, 7-8, 9-12). Major emphases of the program are given for each section. Outlines are provided individually for each grade, K-12. The program goals are again listed for each grade and, for each goal, objectives and measures are provided at each grade level. Materials related to educational policy in North Carolina--including legislation--are appended. (NB)

ED 269 673 CG 019 058

Newcomer, Susan F.
Does Sexuality Education Make a Difference?
Planned Parenthood Federation of America, Inc., New York, N.Y.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Birth; Contraception; *Early Parenthood; Prevention; *Program Effectiveness; *Research Problems; *Sex Education; *Sexuality

The pros and cons of sexuality education are discussed in this report from Planned Parenthood. Research on the effectiveness of sexuality education has focused primarily on college students, having little relevance for teenage sexuality education. The Kirby report, two studies of the effects of sexuality education on teenagers' attitudes, knowledge, and behavior, found pre- and post-tests were the same for attitude and behavior inventories. Researchers had problems collecting data on teenage pregnancy, abortion, and birth rates which could be linked to the population in the programs. Problems of causal connection between programs and outcomes also arose. Sexuality education did not increase the likelihood that teenagers would have sexual intercourse or that their values would change as a result of the program. The Kirby report showed that sexuality education did not stop teenagers from having intercourse or having babies, and it concluded that sexuality education needs to be long-term and pervasive to have a positive impact. Community commitment is needed for effective programs. Unless teenagers see the value of postponing childbearing, sexuality education may do little to drop rates of teenage pregnancy. Planned Parenthood, as a provider of quality sexuality education, needs to work with other concerned community groups in complementary activities. Sexuality education, continued and improved access to contraception, and safe legal abortion are three parts of the answer to prevent children from having children. Fifteen references conclude the report. (ABL)

ED 269 701 CG 019 088

Van Dover, Leslie J.

The Problem of Competing Clinical and Research Goals in the Conduct of Clinical Nursing Research.

PUB DATE- 18 Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related documents, see CG 019 086-087.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Experience; College Students; Family Planning; Higher Education; *Nurses; *Research Problems; *Test Construction; Testing Problems; Test Items; *Test Reliability; *Test Validity

Because the science of nursing is still at an early stage of development, nurses involved in clinical research often find that no appropriate measures are available to sample the theoretical construct of interest. Researchers often must design and test new instruments before proceeding to test theory. A study of the effect of nurse-client contracting on family planning knowledge and behaviors in a university student population required the development of a new instrument. For nursing research, it was necessary to obtain pre- and post-test data about the extent of client knowledge about family planning. For clinical nursing assessment, it was essential to make a complete and accurate appraisal of the client's knowledge about family planning. Test items were written and rated by three expert judges for face validity and for content validity. Item revision resulted in an 86-item instrument on human fertility, reproduction, and contraception. The instrument was field-tested with 38 female university students. While the resulting test-retest reliabilty was adequate, problems arose in examining construct validity. By reducing the instrument to 46 items to meet the requirements for scientific rigor, important client data would be missing from the assessment process. A 76-item compromise instrument was developed which contained the 46 items in a construct on knowledge about family planning. The final instrument was complete, accurate, and appropriate for research. This instrument development represents one situation in which conflicting values emerge as part of the clinical nursing research process. (NB)

ED 269 729 CS 008 416

Levin, Joel R.

The Mnemonic '80s: Keywords in the Classroom. Theoretical Paper No. 86.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Sep 80
NOTE- 57p.; A report from the Project on Studies in Language: Reading and Communication.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Associative Learning; Curriculum Development; Elementary Education; English Curriculum; *Learning Strategies; *Memory; *Mnemonics; *Recall (Psychology); Second Language Instruction; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Keyword Method (Language Learning)

Research concerning the applied educational potential of Richard Atkinson's mnemonic "keyword method" is reported in this paper. Included are possibilities for stretching the limits of the keyword method by combining it with other mnemonic and prose-learning strategies. The first half of the paper provides an overview of mnemonics--the systems' historical development into the keyword method--and discusses various mnemonic applications. The second half of the paper discusses the following reasons for introducing mnemonic techniques into educational curricula: (1) students remember more information in comparison to those who do not use mnemonic techniques, (2) mnemonic effects are potent and durable, (3) the techniques are versatile and can work in a classroom context, (4) use of mnemonic techniques will not impede the acquisition of other valued skills and may help to foster certain valued skills, (5) mnemonics are adaptable to student differences, (6) most children enjoy using mnemonics, and (7) many teachers believe in the value of mnemonics. Four pages of references conclude the document. (HOD)

ED 269 743   CS 008 445

Denner, Peter R.
Story-Impressions: A Prereading Writing-Activity.
PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Spring Conference of the Idaho Council of the International Reading Association (Burley, ID, March 14-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advance Organizers; Junior High Schools; Junior High School Students; Learning Activities; Prediction; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; Schemata (Cognition); *Story Reading; Study Skills
IDENTIFIERS- Prereading Activities; *Previewing (Reading); *Story Impressions

In a study examining the effectiveness of story-impressions (a previewing strategy) on story comprehension, remedial eighth grade students were asked to write predictions or "story-guesses" based on a series of one-word clues (story-impressions) that had been extracted from the material to be read. Having written a logical "hypothesis story" of their own, students then read the assigned material and confirmed, modified, or disconfirmed their predictions. Results indicated that story impressions had a significantly facilitative effect on story comprehension. Story-impressions may be introduced as a whole class activity in which the teacher writes an "hypothesis story" generated by the class on the blackboard. After reading the story, the class discusses the predictions as a group. The teacher should stress that it is important to make only logical and creative guesses, not to match the author. A number of steps can guide teachers when developing a set of story-impressions, including using words directly from the story and arranging the impressions vertically, indicating their chronological order. Story-impressions may also be used as a retrieval device when giving an oral report, as a writing activity, as a notetaking technique, as guides for students writing summaries of stories, and as aids for students developing sequencing skills. (Examples of story-impressions and hypothesis-stories are included.) (LLZ)

ED 269 757 CS 209 632

Geisler, Cheryl
Translating Instruction into Skill: Learning to Write Precisely.
PUB DATE- 2 Jul 85
NOTE- 11p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartoons; Higher Education; Influences; Measurement Techniques; Metacognition; Performance Factors; *Semantics; Training Methods; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Clarity

A study examined how teachers help students to write with greater precision. Subjects, 160 freshman students, wrote a single sentence describing a wordless Peanuts cartoon. They were asked to express specific semantic relationships (sequence/cotemporality, intention/instrument, and intention/enablement) between the actions in two contrasting versions of this cartoon. Prior to or during the writing task, students received instructional materials in one of four training conditions, or a nonverbal concept attainment task that served as the control. The measures of precision on the writing task were (1) production time (how long it took the writers to produce the description); (2) score (how well the writers expressed the semantic relationships); (3) satisfaction (how satisfied the writers were with their performance on the three relationships once the task was completed); and (4) estimate (how accurately the writers estimated their performance). Results showed that on no measure of time, performance, satisfaction, or ability of estimate performance, did the training conditions significantly alter the student's ability to write with precision. In contrast, the domain (the set of characters, actions, and activities) and the interaction of domain and version of the cartoon had repeatedly marked effects on student performance and ability to estimate performance. (HOD)

ED 269 772 CS 209 696

White, Sylvia E.; And Others
The Effect of Six Production Variables on Recall of Television Commercials during Fast Forward "Zapping."
PUB DATE- Aug 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Attention; *Mass Media Effects; *Production Techniques; Programing (Broadcast); *Recall (Psychology); *Television Commercials; *Television Research; *Television Viewing; Videotape Cassettes
IDENTIFIERS- *Commercial Zapping

In recent years, broadcast advertisers have become concerned with the tendency of video cassette recorder (VCR) owners to "zap"--fast forward delete--commercials. However, research has shown that viewers retain some recall of commercials, even with fast forward zapping, and it is to the benefit of advertisers to discover ways of increasing that recall through video production techniques. To determine whether certain production elements affected recall, a study was conducted to examine six elements on a variety of viewer responses. The elements studied were camera angle, shot size, cutting rate, background clutter, subject movement, and camera movement. Subjects, 125 college students, viewed seven commercials for nationally advertised products in five different presentations: normal speed, video-only, fast forward standard play, fast forward long play, and fast forward extended play. After viewing, the subjects completed free-recall and aided-recall measures of product type and brand name. Results showed that (1) camera angle affected commercial recall, with normal camera angles or those with extreme degrees of vertical/skew resulting in greater recall, (2) medium shots resulted in better recall than long shots, (3) moderate amounts of cuts resulted in more recall than low or high amounts, (4) background clutter was not negatively related to recall, (5) moderate amounts of subject movement resulted in greater recall than did low or high amounts, and (6) moderate amounts of camera movement did not produce greater recall than did low or high amounts. (FL)

ED 269 802 CS 209 787

Keroes, Jo
But What Do They Say? Gender and the Content of Student Writing.
PUB DATE- Mar 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Analysis; Discourse Analysis; Females; Higher Education; Males; *Sex Differences; *Writing Research

A study examined whether male and female writers would respond in identifiably different ways to the same writing task, and whether a content analysis of the discourse produced for these writing tasks would reveal distinctly "male" and "female" concerns. It was hypothesized that themes relating to autonomy would appear more often in men's essays, while women would write more frequently about their connectedness to others. Two hundred essays, one on each of two topics and written by 50 men and 50 women selected from a university writing proficiency test, were examined by male/female pairs of raters. The first topic asked students to identify an unreasonable demand that had been made of them, while the second required students to identify a decision they regretted making. Surprisingly, the results indicated a greater number of autonomous responses for both topics. The demand topic produced 72 autonomous and 25 connected responses. The autonomous responses occurred in precisely equal proportions for each sex. Of the 25 connected responses, 14 were written by women, 11 by men. The decision topic produced 64 autonomous responses, 36 written by men and 28 by women. Of the connected responses to this topic, 22 were written by women and 14 by men. Although women produced fewer connected than autonomous responses, and although some of the connected responses were produced by men, the overall pattern within sex was for men to produce the autonomous responses and for women to account for most of the connected responses. (HTH)

ED 269 861 EA 018 401

Cushman, Charles P.
The Alumni Program.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 39p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($5.65 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alumni; *Alumni Associations; Catholic Schools; Elementary Secondary Education; Fund Raising; Human Resources; *Institutional Advancement; Organizational Communication; Volunteers

A productive Catholic school alumni relations program seeks to involve each and every alumnus as an active supporter, strengthening and advancing both the school and Catholic education generally. This handbook introduces its topic by describing alumni program objectives and factors essential to program success. The booklet then discusses program organization, covering the alumni association's structure and activities, the establishment of special groups, and the school's alumni relations staff. The handbook next reviews methods for communicating with alumni, including publishing newsletters and reports and hosting meetings and special events. the booklet then considers benefits the school can offer the alumni--as a resource and as a focus for continuing education and cultural enrichment--and balance them against benefits the alumni can offer the school: aiding student recruitment, helping students directly, advising the school's administration, and working in the development program. The handbook outlines aspects of fund raising programs next, and suggests several special activities and events for alumni. The booklet closes by stressing the value of good alumni records and research. Appendixes offer additional tips for using and serving alumni, samples of alumni association by-laws and survey forms, and a job description for an alumni program director. (PGD)

ED 269 560 CE 043 783

Carpentry--Math. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 56p.; For other guides in this series, see CE 043 781-792. Portions may be marginally legible due to small, light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Building Trades; *Carpentry; Curriculum Development; *Evaluation Criteria; Integrated Curriculum; *Mathematics Skills; Secondary Education; *Trade and Industrial Education

A curriculum alignment chart is presented that translates mathematics goals/indicators into related vocational skills for the carpentry course in the secondary vocational education curriculum. The chart contains three columns that correlate (1) vocational education performance indicators, (2) vocational education competency and mathematics skill/concept, and (3) relevant mathematics competency indicators. A page that corresponds to the chart provides suggestions for instructing students in the skills listed on the chart and activities that might be appropriate. These activities may be sample test items and/or practical applications of skills learned. (YLB)

ED 269 575 CE 044 360

Swanson, Richard A., Ed.
Research Problems Unique to Industrial Education. NAITTE Professional Monograph Series Number 1.
National Association of Industrial and Technical Teacher Educators.
PUB DATE- Nov 84
NOTE- 48p.
AVAILABLE FROM- E. E. Cory, NAITTE Secretary, Education 200, Ferris State College, Big Rapids, MI 49703 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Research; *Industrial Education; Needs Assessment; Postsecondary Education; *Research Methodology; *Research Needs; *Research Problems; *Trade and Industrial Education

This monograph contains five papers based on issues that were originally examined at a National Association of Industrial and Technical Teacher Educators symposium that was conducted during the 1983 American Vocational Association convention in Anaheim, California. Included in the monograph are the following papers: "Research in Industrial Education: Something Old and Something New," by Merle E. Strong; "Research in Industrial Education: Searching for Direction," by Paul W. DeVore; "Critical Research Problems in Industrial Education," by Jerome Moss, Jr.; "Researchable Problems in Industrial Education," by Daniel L. Householder; and "Research Problems Unique to Industrial Education: A Reaction," by Dominic A. Mohamed. An introduction by the issue editor Richard A. Swanson is also provided, and a set of brief author profiles is appended. (MN)

ED 269 617 CE 044 426

Fox, Shirley
New PIC/Postsecondary Partnerships: How Postsecondary Institutions and Private Industry Councils Are Working Together to Boost Economic Development and Put People Back to Work.
National Association of Private Industry Councils, Washington, DC.;

National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86510-050-0
PUB DATE- 85
NOTE- 31p.; For a related document, see CE 044 427.
AVAILABLE FROM- The National Institute for Work and Learning, 1200 - 18th St., N.W., Suite 316, Washington, DC 20036 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; *Cooperation; Cooperative Programs; Dislocated Workers; *Economic Development; *Employment Programs; Federal Legislation; Federal Programs; Job Development; *Job Training; *Nontraditional Students; Postsecondary Education; Unemployment; Universities
IDENTIFIERS- Job Training Partnership Act 1982; *Private Industry Councils

A project sought ways in which colleges and universities can work more closely with the federally funded Job Training Partnership Act to help the unemployed find work and to encourage business startups and expansion. Partnerships between postsecondary educational institutions and Private Industry Councils (PICs) at six sites were encouraged during a two-year demonstration project. Participating PICs developed improved training programs, especially for dislocated workers, and created new jobs through economic development activities with local colleges. Postsecondary institutions learned how to integrate nontraditional students on their campuses, became more involved with community development, and, for the first time, met with other higher educational institutions to discuss community problems. Some joined new PIC educational advisory committees. The creation of new joint economic development projects and PIC education advisory councils indicated that interaction between PICs and higher education will continue after the project expires. (Summaries of activities at the six sites are presented. An appendix provides names and addresses of principal contacts of the PIC/Higher Education Collaboration Project and names, addresses, and brief descriptions of principal contacts from related projects funded by the Fund for the Improvement of Postsecondary Education.) (YLB)

ED 269 630 CE 044 453

McFadden, Mary Ellen
Competencies for Articulation. Introduction to Visual Media. Final Report.
Spokane Falls Community Coll., WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Competence; Competency Based Education; Evaluation Methods; *Graphic Arts; *Material Development; *Student Evaluation; Test Items; Two Year Colleges; *Visual Aids; Vocational Education

This project was conducted to create visual media technology competencies for articulation in order to (1) provide a basis from which to assess similar instructional efforts at other vocational and prevocational institutions; (2) provide a detailed listing of competencies required by Spokane Falls Community College (Washington) for instructors teaching at other institutions; (3) provide equal assessment of all students transfering into the visual media technology program; and (4) provide an objective method of assessing students' prior experience. After meeting with local prevocational training program instructors, the developer examined their programs, identified similarities, and then established the competencies needed by persons who have finished a two-year college program in visual media technology. The result of the project (contained in this document) was the development of a detailed listing of competencies for introduction to visual media and the method for measuring mastery of those competencies. The program contains 10 competencies. Each competency consists of a task, directions, standards for acceptable performance, test items, and teacher's key. An individual student record is also included in the packet. (KC)

ED 269 645   CE 044 499

Senese, Donald J.
New Developments in Educational Excellence.
PUB DATE- 11 Jan 85
NOTE- 8p.; A commentary presented at the "School/Business Partnerships for Progress, Profit, and Productivity" Conference (Washington, DC, January 11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Education; *Educational Improvement; *Educational Quality; *School Business Relationship; *School Community Relationship; Secondary Education; *Vocational Education

Since issuance of the report, "A Nation at Risk," the quality and quantity of school/community-business partnerships have grown tremendously. These partnerships already are involved with bringing about and sustaining excellence in education and can become more so. Such relationships can enhance student learning and development and can also reap positive results for the business community. Programs vary and may include such activities as business-sponsored advertisements emphasizing positive aspects of education within the community, having professional people assist high school students with individual projects, having employees serve in a teaching or instructional capacity in the schools, and business recognition of outstanding teachers. Business sees the benefits of a prepared work force. Educators must be willing to overcome their apprehension of the outside community coming into the schools. Carefully planned and executed school/business partnerships can be very beneficial. These activities can bring additional resources to schools, provide a working relationship among diverse elements in the community, enhance the education profession, and better develop productivity and academic excellence within the schools. (YLB)

ED 269 687 CG 019 072

Gross, Cecily
Vocational Rehabilitation Counseling: Cost/Benefits Ratio.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Cost Effectiveness; Counseling Effectiveness; *Counseling Objectives; *Counseling Services; *Vocational Rehabilitation

Demonstrating cost effectiveness for vocational rehabilitative counseling is difficult. Monetary benefits can be assigned to some of the benefits of vocational counseling, such as the benefit of getting a person off unemployment, but not to others, such as improved family relations. It is also difficult to define cost effectiveness because there is no general agreement about who should receive counseling. One veterans' center program chose to include both those clients who were job ready and those who were not into their vocational counseling program. Counselees were divided into three groups for the purpose of demonstrating a positive cost/benefits ratio: (1) Group 1 members, who needed employment and had a goal of job placement; (2) Group 2 members, who needed job training and had a goal of admission to a training or vocational rehabilitation program; and (3) Group 3 members, who suffered from psychological or physical problems which could render them unemployable, and had a goal of either reclassification to Group 1 or 2 or a satisfactory quality of retirement life. This multiple criterion strategy was found to work well. Despite the difficult vocational problems presented, over one-half of the veterans served were successful in meeting goal expectations at termination. Cost effectiveness can be maximized by knowing where jobs and training programs are available. Liaison with other departments and community resources can help combat understaffing. The strategies of multiple criteria, a comprehensive data base and record keeping system, a constantly updated information resource bank, and a team of support personnel can be replicated in other institutions and used to demonstrate cost effectiveness. (ABL)

ED 269 715   CG 019 102

Engel, John W.
The Work Values of Japanese Women.

PUB DATE- 24 Jun 86
NOTE- 21p.; Paper presented at the Annual Conference of the American Home Economics Association (Kansas City, June 24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Studies; *Cultural Traits; *Employed Women; Females; Leisure Time; *Values; *Work Attitudes
IDENTIFIERS- *Japanese People; *United States

Empirical studies of Japanese work ethics have tended to focus on male workers while neglecting women. In addition, work values in both Japan and the United States appear to be changing. More information is needed on the work values of American and Japanese female workers. A study was conducted to explore the work ethics of Japanese women and to compare them to those of American women. Subjects were 261 Japanese and 347 American employed women who were tourists in Hawaii. Subjects completed the Work Ethics questionnaire, an instrument designed to reflect the traditional values of both Japanese and American cultures. The questionnaire was translated into Japanese for Japanese subjects. T-tests used to test for significance of differences revealed that the Japanese and American women differed significantly on 27 of 37 work ethics. In comparison with American women, Japanese women were more prone to value group participation; to work in large rather than small companies; to value loyalty to employer and country; to desire more time for leisure and recreational activiites; and to believe that suffering adds meaning to life and that money acquired easily is usually spend unwisely. American women were more prone to value individualism, independence, self-expression and personal growth; and to believe that individual freedom is more important than group solidarity, that hard work pays off in success, that many people dislike work and try to avoid it, and that most people have too much leisure. (NB)

CS

ED 269 787 CS 209 752

Dvorak, Jack

Comparisons of College Grades, ACT Scores and High School Grades between Those with and Those without High School Newspaper or Yearbook Experience.

PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Comparative Analysis; *Educational Experience; Extracurricular Activities; *Grades (Scholastic); Higher Education; High Schools; High School Students; Journalism; Journalism Education; School Newspapers; *School Publications; *Scores; Student Publications; Yearbooks
IDENTIFIERS- *ACT Assessment

To determine if any significant differences existed between secondary school students who had been on the staff of a school newspaper or yearbook and those students who had no publication experience, a study examined 19,249 college students who had completed their college freshman year in 1984 and who had taken the ACT Assessment as high school students during the 1982-1983 testing period. The following data were also obtained: Interest Inventory and Student Profile Section scores; final grades in the last high school courses in English, social studies, mathematics, and science; college freshman cumulative grade point averages; and first college English course grades. Findings showed that in 10 of 12 statistical comparisons, those students who had completed at least one year of college and who had been on the staff of a high school newspaper or yearbook earned significantly higher scores than their counterparts who were not involved in publications. The 10 significantly higher comparisons were found in cumulative college freshman grade point average; first collegiate English course; ACT Composite score; ACT English score; ACT Social Studies score; and mean score and final score of four high school courses in English, social studies, mathematics, and natural science. In only one of 12 comparisons--the ACT Mathematics score--did the group with high school publications experience show a significant negative difference. (Author/HOD)

ED 269 817 CS 505 273

Canfield, Donna Kirkley
Teaching Language Style Improvement.
PUB DATE- 30 Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Instruction; Evaluative Thinking; Higher Education; *Language Styles; *Language Usage; *Reading Writing Relationship; Secondary Education; *Speech Communication; *Teaching Methods; Vocabulary Development; *Writing Instruction
IDENTIFIERS- Speaking Writing Relationship; *Word Choice

Before students can select words effectively for speaking, they must understand the value of word choice and the difference between written and spoken language. Once students appreciate effective word selection, they can label their own strengths and weaknesses in language and improve significantly by reading, listening, experimenting, and using a thesaurus. The importance of choosing specific, vivid, connotative language is easily illustrated by using comparison. Teachers can select various passages that are particularly well worded, and rewrite the passages in vague listless language. Students will quickly hear the difference. Next, the teacher can write a general statement on the board and direct the students to rewrite the sentence adding as many details as possible. Useful, too, is impressing upon students the enormous difference between their reading vocabularies and their speaking vocabularies. Students must also be able to give a name to language choices in order to be able to discuss, evaluate, and eventually make positive changes in their personal word choice. Students need practice using the labels for effective and ineffective language, first on a written speech (to give them time to make associations) then on a voiced speech. The desired result is for students to be able to label their weaknesses in language with specific terms, and then to be able to make changes. (A vocabulary for evaluating word choice and sample language style exercises are included.) (HOD)

ED 269 832 CS 505 298

Snow, Nancy Hill

A Study of Point of View and Character in Preparation for Oral Performance of Cuttings from "The Optimist's Daughter."

PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acting; *Characterization; *Drama; Literary Criticism; Literary Styles; North American Literature; *Oral Interpretation; Speech Communication
IDENTIFIERS- *Optimists Daughter (Welty); *Point of View (Writing); Welty (Eudora)

In the process of perfecting oral performances of selected scenes from Eudora Welty's "The Optimist's Daughter," it is important to study point of view and character as they pertain to the play. Four aspects should be considered to understand the point of view: (1) the character's story, (2) the position from which the narrator speaks, (3) the channels used to convey information, and (4) the distance at which the narrator places the reader. In "The Optimist's Daughter," the narrator is omniscient concerning the character of Laurel, and her position is that of an onlooker. Because the narrator explores Laurel's thoughts and feelings, the reader is near Laurel, the story, and the narrator. Among the criteria to be considered in character analysis are physical, social, and dispositional characteristics. Readers analyzing the characters of Laurel and Fay, her stepmother, discover many differences in their characters, including being opposite in physical appearance, social background, and personality. Because Eudora Welty has vividly portrayed the characters in the play and has clearly presented the story from Laurel's point of view, an examination of character and point of view can give performers a foundation on which to build a satisfying presentation of "The Optimist's Daughter." (DF)

ED 269 847 EA 018 375

Willower, Donald J.; Smith, Jonathan P.
Organizational Culture in Schools: Myth and Creation.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; *Behavior Standards; Educational Environment; Informal Organization; Interviews; Organizational Theories; Participant Observation; Principals; Secondary Education; *Social Behavior; *Social Organizations; *Student Attitudes; *Student Subcultures; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- Grounded Theory; *Organizational Culture

Data were collected from two public secondary schools located in the northeastern United States in order to search for indicators of culture peculiar to each school. Culture was defined in terms of shared norms, values, beliefs, traditions, and patterns of activity. One school was small, was located in a rural area, enrolled about 500 students in grades 7-12, and was staffed by approximately 35 professionals. The other school was larger, was located in a small city, enrolled about 2,300 students in grades 10-12, and was staffed by about 150 professionals. Sixty interviews at the larger school and 40 at the smaller one were conducted with teachers, students, administrators, and other staff members. Participant observation of the two schools was undertaken for a total of 26 school days. Neither of the two schools exhibited an organizational culture that cut across the schools' constituent groups. Students in both schools divided into a number of aggregates and identified being with their friends as a major focus of school life. The closest the students came to identifying with the school was in connection with athletics. The teachers in both schools were relatively fragmented and isolated. A number of norms in the teacher groups encouraged fragmentation as did the lack of a major conflict. (MLF)

ED 269 876 EA 018 478

Curtis, Thomas E.
Current Status of Performing Arts Secondary Schools in the United States.
PUB DATE- 20 Apr 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art; *Art Education; Curriculum Design; *Magnet Schools; *Nontraditional Education; Questionnaires; Secondary Education; Theater Arts; Urban Schools

The purpose of this research was to examine policies and curriculum practices in performing arts secondary schools in the United States. Data were obtained from a survey (including questionnaires, opinionnaires, interviews, and observations) conducted among 55 schools (total number existent in 1980) and visits to 11 selected institutions in the southeastern and midwestern sections of the United States. Results include the following: (1) Most performing arts secondary schools are located in large urban areas because of social forces and the large numbers of potentially talented youngsters; (2) stated purposes for origination were development of magnet schools and need for specialized practical experience in arts; (3) curriculum included at least 10 hours of arts each week plus time equivalent to traditional secondary schools in traditional subjects and extracurricular activities; (4) evolution in 10 years has led to an increase both in quantity and quality of student bodies; (5) an increase in numbers of performing arts secondary schools from five in 1970 to 55 in 1980 to an estimated count of almost 100 in 1985 indicates a rapid growth of such schools, which presages a future impact upon the development of generic secondary schools. (Author/PGD)

ED 269 904 EA 018 521

Gilliland, Edward M.; Radle, Janice
Characteristics of Public and Private Schools in the San Francisco Bay Area: A Descriptive Report.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-84-A3
PUB DATE- Jan 84
NOTE- 74p.; For other documents in this study, see EA 018 522-523.

GRANT- NIE-G-83-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Comparative Analysis; Elementary Secondary Education; Federal Programs; *Institutional Characteristics; Instructional Program Divisions; Principals; *Private Schools; *Public Schools; School Demography; *School Organization; *School Statistics; School Surveys; Tables (Data); Teacher Distribution; Teacher Student Ratio
IDENTIFIERS- San Francisco Bay; San Francisco Unified School District CA

The Institute for Research on Educational Finance and Governance (IFG) has designed and implemented a major survey of public and private schools in the six-county San Francisco Bay Area which focuses on organizational dimensions in elementary and secondary schools. In this study, the first of three, the characteristics of schools included within the IFG sample are compared with those reported in various published national surveys, and the differences are discussed. Next, the sampling frame used for the Bay Area study is described and the differences between respondents and nonrespondents noted. Then differences and similarities between sampled private and public schools are reported with respect to school type (elementary, middle, and secondary), number of grades offered, enrollments, ethnic composition of students, inclusion within a larger administrative system, principal's decision making influence, accreditation, participation in selected public programs (such as compensatory education and nutrition programs), adminstrator-student and teacher-student ratios, and emphasis on various educational goals. Data are presented in tables throughout the report, and notes and references are included. (Author/TE)

ED 269 920 EC 182 704

Broekgaarden, R.; And Others
Playtherapy with the Mentally Retarded.

PUB DATE- Sep 85
NOTE- 11p.; Paper presented at the Netherlands Organization for Post Graduate Education in Social Sciences (PAOS) International Symposium on "Play - Play Therapy - Play Research" (Amsterdam, The Netherlands, September 12-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Change; *Mental Retardation; *Play; *Play Therapy; Psychotherapy; Therapists; Therapy

The use of play therapy with mentally retarded children and adults is examined. The lack of research on the topic is noted, and information on psychoanalytically oriented play therapy approaches are reviewed. Application of play therapy to mentally retarded clients is explored in terms of two questions: (1) at what level do mentally retarded persons play? and (2) what kind of play offers therapeutic possibilities? Therapeutic benefits are ascribed to symbolic play, sand and water play, provision of opportunities for behavior change, and encouraging positive outcomes of the relationship with the therapist. Challenges to the therapist in working with mentally retarded clients are noted, including the client's past experiences with rejection. (CL)

ED 269 953 EC 182 739

Thurlow, Martha L.; And Others
Exit Criteria in Early Childhood Programs for Handicapped Children.
Early Childhood Assessment Project Research Report #4.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 85

NOTE- 25p.; For other reports in this series, see EC 182 736-741.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Criteria; Decision Making; *Disabilities; Early Childhood Education; National Surveys; *Student Placement
IDENTIFIERS- *Program Exit

Information on the existence of written exit criteria was obtained from 178 surveys completed by personnel of early childhood education programs for handicapped children across the United States. Descriptions of criteria being used to make decisions about a child leaving a program also were provided. Results indicated that approximately half of the programs had formal written exit criteria and half did not. The most commonly cited criterion for children exiting a program was chronological age. Results also suggested that other factors, such as formal test results, team staffing decisions, and the child's developmental skill level, play a role in determining whether a child will exit from a program. Significant differences appear to exist between exit criteria listed by programs with formal written exit criteria and those without. In general, the basis for dismissing children from various programs appears to vary widely across and within states. (Author)

ED 269 936 EC 182 720

Anderson, C. Wilson, Jr.
Helping Your Learning Disabled Youngster with School Work at Home.

PUB DATE- Mar 86
NOTE- 7p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Homework; *Learning Disabilities; *Parent Participation; Parent Role; *Parent Teacher Cooperation

The paper describes ways in which parents can help their learning disabled children at home. Suggestions touch upon establishing a set time for evening homework, a consistent place for study, involving fathers in homework, using graph paper to ease arithmetic assignments, considering options for reading assignments, using a duplicate set of books for home to eliminate problems of students' forgetfulness, using positive reinforcement, and developing study guides for texts. Also described are procedures involving underlining and avoidance of excessive erasures. (CL)

ED 269 603 CE 044 401

Single Parents/Homemakers in Hawaii: A Study of Vocational Education Needs.

Hawaii Interviewing, Honolulu.

SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.

PUB DATE- Mar 86

NOTE- 531p.; Some pages printed on colored paper, which may affect legibility.

LANGUAGE- English

EDRS Price - MF02/PC22 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; Community Colleges; Demography; *Displaced Homemakers; *Educational Needs; Educational Opportunities; *Homemakers; Needs Assessment; *One Parent Family; Postsecondary Education; *Statewide Planning; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Hawaii

The study reported here examined the needs of single parents and homemakers in Hawaii for vocational education. Data from a questionnaire completed by 273 single parents/homemakers indicated that most were female and either divorced, separated, or widowed. One-fourth of the sample earned less than $500 monthly. Nearly 90 percent had completed high school, and 22 percent were currently enrolled in a community college program. The major barriers to completing postsecondary education cited were lack of funds and lack of child care. Fifty-one percent were employed. The respondents expressed particular need for training in how to present their skills, support themselves through college, find their job skills, and obtain needed training. The more immediate needs mentioned by respondents were living expenses, housing, child care, legal information, career counseling, and job training and placement. Interviews with chancellors at local community college indicated that approximately 2,194 single parents/homemakers were currently enrolled in a community college. Although some special programs geared toward the needs of single parents/homemakers do exist, lack of access and child care, fragmented services, and services that miss the mark are still a problem. (Appendixes to this report include a review of recent literature on single parents/homemakers and the interview schedules and questionnaires used in the study.) (NB)

ED 269 891 EA 018 496

Revere, Amie

A Description of Black Female School Superintendents.

PUB DATE- 16 Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Achievement; *Blacks; Career Ladders; Elementary Secondary Education; Individual Characteristics; Interviews; *Occupational Information; Occupational Surveys; *Racial Bias; School Districts; *Sex Bias; Success; *Superintendents; *Women Faculty
IDENTIFIERS- *Women Administrators

Of the total population of 29 black female superintendents in the United States, 22 participated in this study. Interviews included highly structured and semistructured questions concerning the career and success patterns, circumstances that affected their present status, and the future role of black women as chief administrators of public school districts. The typical black woman superintendent is 46 years of age or older, married, and has two or more children. She began teaching in an elementary school and advanced to diverse supervisory positions by age 36. Doctorate degrees were held by 68 percent of the women. Overwhelmingly, the respondents feel that a combination of racism with sexism is the reason that black women hold so few superintendencies. However, the respondents are very satisfied in their choice of career and would choose the same one again. They predict that, as school populations shift in urban centers from majority to minority enrollments, more black women will enter administration and advance to the superintendency at an earlier age. Recommendations to improve black women's career opportunities are listed and 14 references are appended. (MLF)

ED 269 589 CE 044 380

Swaincott, Helen K.
A Guide for Developing Curriculum and Planned Courses for Medical Assisting Programs.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 85
NOTE- 34p.; For a related document, see CE 044 381.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; *Behavioral Objectives; *Course Descriptions; Course Objectives; *Curriculum Development; *Medical Assistants; Postsecondary Education; Safety; Secondary Education; Student Evaluation; Student Organizations; Teaching Methods
IDENTIFIERS- Health Occupations Students of America

This publication provides suggestions and recommendations for developing planned courses for medical assisting programs. It is not a regulation but a guide to help health assistant and medical assistant teachers review and revise or develop curriculum to meet existing regulations. Introductory materials include a definition of medical assistant, employment characteristics, time requirement, and admissions qualifications. Contents include the philosophy and/or scope of health occupations education, basic philosophy of medical assistants' education, program objectives, teaching methods, method of evaluation, physical facilities, safety considerations, and special considerations for program planning. Information is also included for integration of the Health Occupations Students of America organization into the curriculum. Suggested performance objectives for medical assistants are provided for four courses: medical assisting theory and skills, medical assisting laboratory skills, related medical assiting theory and skills, and supervised clinical medical assisting education. Appendixes include sample materials--syllabus and lesson plan, student evaluation format, record of task evaluations, weekly evaluation, evaluation format for performance tests, and contract for supervised clinical education. Listings of major and minor equipment, supplies, and audiovisual teaching supplements are also appended. (YLB)

ED 269 660 CG 019 045

Herlihy, Barbara; Sheeley, Vernon Lee
Privileged Communication: Legal Status & Ethical Issues.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Confidentiality; Counselor Client Relationship; *Counselors; *Court Litigation; Disclosure; *Ethics; Family Counseling; *Legal Responsibility; Marriage Counseling; Psychologists; School Counselors; Social Workers; *State Legislation

This report presents findings of research regarding extant privileged communication statutes in the 50 states for selected helping professionals: psychologists, social workers, marriage and family therapists/counselors, school counselors, and licensed professional counselors. Data are reported regarding the extent to which each of these professional groups has been successful in establishing that their communications with clients are entitled to legal privilege, the scope of privilege extended, and specified exceptions to privilege. Implications for practice are addressed. Counselors are cautioned that existing statutes do not represent absolute guarantees, and that there are certain circumstances under which they are always obligated to breach confidentiality. Finally, four strategies are discussed for counselors desiring to maintain confidentiality when called upon to testify in court: (1) they may explain their code of ethics to the presiding judge and request that privilege be extended to them; (2) if a request for privilege is denied, they may ask that their testimony be heard in camera; (3) they may enter into an attorney-client relationship with the lawyer representing the client's case; and (4) they may testify, or refuse to testify and risk being held in contempt of court. (Author/NB)

ED 269 674 CG 019 059

Rapaport, Ross J.
Evaluation of the Alcohol Educatioan Discipline Program (AEDP) for
the 1985-86 Academic Year.
PUB DATE- 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; *Alcoholism; *College Programs;
College Students; *Discipline; *Drinking; Higher Education;
*Program Evaluation
IDENTIFIERS- Alcohol Education Discipline Program

This document presents goals, procedures, subject topics, and participant reactions of a college Alcohol Education Discipline Program (AEDP). The stated goals of AEDP are: (1) providing an educational approach to supplement discipline for students with alcohol-related infractions; (2) helping participants to explore the role of alcohol consumption in their lives; (3) providing alcohol education information to participants; and (4) encouraging participants to assess the problematic nature of their alcohol consumption. Procedural guidelines for group sessions including referral method, duration of sessions, and required confidentiality are discussed. The philosophy of the AEDP program which is based on respect for the participants is explained. A content outline for the four group sessions and individual meetings is given. Findings from a participant evaluation with largely positive reactions are included. Appended are the evaluation instrument, data results, and comments. (ABL)

Nichols, Beverly L.; And Others
Group Treatment of Post-Traumatic Stress Disorder in Older Veterans.
PUB DATE- Aug 85
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Disturbances; *Group Therapy; Males; *Older Adults; *Stress Management; Stress Variables; *Veterans

IDENTIFIERS- *Posttraumatic Stress Disorder

Delayed and chronic symptoms of Posttraumatic Stress Disorder (PTSD) have been documented in Vietnam veterans for up to 10-15 years following the stressor and in veterans of World War II and Korea for as long as 40 years. Group therapy for Vietnam veterans with PTSD has been found to be an effective treatment, but prior research has not tested whether this model is applicable to those with more long-lasting reactions. To examine this issue, approximately 60 elderly veterans who were referred from various sites in the Palo Alto, California, Veterans Administration Medical Center were screened. Subjects (N=27) diagnosed as having PTSD were accepted into one of three therapy groups. Each group held approximately 20 sessions and developed a similar progression in which the men gradually became able to share painful memories and emotions, and then to integrate these experiences into their lives. Objective follow-up measures of PTSD symptoms (Impact of Event Scale and Post-traumatic Stress Scale) conducted prior to treatment, at the completion of treatment, and again 1-2 years later showed that those who completed treatment exhibited a decrease in their levels of symptomatology, while those who dropped out of treatment showed no change. However, the number of group members who completed treatment and were available for follow-up was small (N=7), as was the number of non-completers (N=7), and this data did not reach statistical significance. Further research is indicated in the area of long-term stress reactions, and the utility of group treatment for those with chronic PTSD. (Author/NB)

ED 269 730 CS 008 421

Noble, Julie
Estimating Reading Skill from ACT Assessment Scores. Research Report No. 88.
American Coll. Testing Program, Iowa City, IA. Research Div.
PUB DATE- Oct 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Higher Education; Measurement Techniques; *Predictive Measurement; *Predictive Validity; Reading Difficulties; *Reading Research; *Reading Skills; Reading Tests; Scores; Screening Tests; Standardized Tests; Student Evaluation; *Student Placement
IDENTIFIERS- *ACT Assessment; *Nelson Denny Reading Tests

A study examined whether ACT subtest scores can be used to predict reading skills, as measured by the Nelson-Denny Reading Test, with a degree of accuracy that would support their use as a screening device for college placement. ACT test scores of 2,431 students were used to predict Form C Nelson-Denny raw scores. ACT test scores from 3,016 students were used to predict the Form E Nelson-Denny raw scores. To achieve clarity and accuracy of prediction, separate analyses were conducted for each form of the Nelson-Denny Test. The results indicated that reading skill, as measured by the Nelson-Denny Reading Test, can be estimated with a moderate degree of accuracy by using the ACT Social Studies Reading and ACT English Usage subtests. In addition, the established statistical relationship between the Nelson-Denny and ACT tests suggests that if the ACT tests are used initially for college placement or course predictions, it is doubtful that the addition of Nelson-Denny test data would result in substantive improvement in the prediction. (Tables of data are included.) (HOD)

ED 269 758 CS 209 668

DeGroff, Linda-Jo Caple
The Influence of Prior Knowledge on Process-Approach Writing Tasks.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Baseball; Content Analysis; Grade 4; Intermediate Grades; Peer Evaluation; *Prior Learning; Revision (Written Composition); Schemata (Cognition); Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- Topic Selection

A study examined the influence of prior knowledge on the quality of responses in three process-approach tasks: writing, conferencing, and revising. Subjects, 20 high-knowledge and 20 low-knowledge fourth grade students, wrote stories about a baseball game. Propositional text bases of first and second drafts were analyzed according to six categories of baseball grammar (setting, state, action, auxiliary action, nongame relevant action, and nongame irrelevant action). Comments about baseball content made during peer conferences were coded using the same six categories. Differences in the content of first drafts, conference comments, and second drafts were found to be related to prior knowledge. Results tended to support the instructional recommendations of composition researchers that topics process-approach writing lessons be selected according to students' prior knowledge. (Author/HTH)

ED 269 773 CS 209 700

Danish, Barbara
What Influences the Way Teachers Use Writing in Their Classrooms: The Dialectic of Chaos and Order.
PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Locus of Control; Persuasive Discourse; *Problems; *Rhetoric; Teachers; Teacher Student Relationship; *Teaching Methods; Verbal Communication; Writing (Composition); *Writing Instruction; Writing Research

Difficulties have arisen in implementing the principles of modern rhetoric in the classrooms of teachers who are interested in and committed to the principles of modern rhetoric as well as in the classrooms of teachers who use writing primarily for drill and evaluation. Although problems such as time limits, pressure from parents, lack of administrative support, class size, and differences in pedagogical beliefs have been cited as possible causes for the difficulties, differences also underlie traditional and modern rhetorics that go beyond the classroom to the personalities of teachers. An examination of the philosophical differences in the roles of learning and writing reveals that in the modern paradigm there is a dialectic between chaos and order engaged in by the learner and facilitated by the teacher that most teachers find uncomfortable. A case study of a fifth grade teacher in an urban school lends strength to this theory. If teachers are to extend and develop the uses of writing in the classroom, they must examine their anxiety about using methods that they fear will result in a loss of teacher control. (DF)

ED 269 803 CS 209 788

Lederman, Marie Jean
Strategies for Basic Writing Teachers.

PUB DATE- 14 Mar 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Basic Skills; Cognitive Processes; College Freshmen; *Developmental Studies Programs; Educationally Disadvantaged; Higher Education; High Risk Students; Learning Processes; Remedial Programs; *Teaching Methods; *Writing Instruction; Writing Processes
IDENTIFIERS- *Basic Writing

Two main points should be noted concerning strategies recommended for teaching basic writing students. First, teachers can develop only those strategies that are consonant with their own personalities and that will enable students to develop their own writing strategies. Second, whatever strategies are selected should lead students beyond the confines of the basic writing class to help them improve their odds for survival in college long enough so that they can make an intelligent decision about whether they belong in college. These points do not contradict one another because all teachers of basic writing have successfully developed strategies that enabled them to succeed in college, and it is those strategies that everyone should consider when teaching basic writing classes. Sharing personal strategies for coping in the academic culture should help students to discover their own. However, students must (1) master the skills of investigating, perceiving, inferring, abstracting, generalizing, using details to support observation, synthesizing, analyzing, and criticizing; and (2) begin learning them during their first basic writing course if they are to advance in their college careers. (DF)

Gibson, Amy R.
Student Recruitment.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 45p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($5.65 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; Institutional Advancement; Organizational Communication; Public Relations; School Community Relationship; School Publications; *Student Recruitment; Student School Relationship

A practical process for developing or improving student recruitment programs for Catholic schools is presented in this handbook. Planning for and preparing the recruitment program is discussed in the first half of the document. The booklet reviews the process of assessing the school, its program, and its image; identifying the financial, material, and human resources available to support recruitment efforts; and evaluating the audience for the recruitment effort in terms of its needs and expectations. The booklet then suggests methods for generating recruitment strategies appropriate for the needs identified. The section concludes with a review of the role of the Director of Admissions, an appreciation of the value of the "Thank You," and a comment on the importance of having a written plan. The second half of the booklet discusses methods for presenting the student recruitment program, including using brochures and other printed materials, audiovisual presentations, using the mass media, welcoming school visitors, making recruiting trips to other schools, holding open houses, and establishing connections with feeder schools, parents, and parishes. Keeping adequate records and evaluating the recruitment effort are also covered. Appendixes advise on countering negative images and using students in recruitment efforts. (PGD)

ED 269 921 EC 182 705

Robinson, Ann
Labeling: Social Deviance as a Metaphor for Intellectual Precocity and Teacher Perceptions of Gifted Students in the Classroom.
PUB DATE- 85
NOTE- 14p.; Papers presented at the Annual Convention of the National Association for Gifted Children (31st, St. Louis, MO, 1984) and (32nd, Denver, CO, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attribution Theory; Elementary Secondary Education; Expectation; *Gifted; *Labeling (of Persons); *Student Characteristics; Teacher Attitudes; Theories

Two papers examine perceptions about gifted students. In the first, studies related to labeling gifted children are reviewed. The report cites the uncertain nature of the results and the differing opinions about labeling. A brief overview of the evolution of labeling theory as an outgrowth of social deviance theory is also included. The second paper reports a study of 161 teachers' attitudes related to attributions they made about gifted students in their classroom. Four attributions (ability, effort, task difficulty, and luck) were explored along with 10 affects (anger, pride, satisfaction, gratitude, disappointment, surprise, guilt, unhappiness, pleasure, and happiness). Preliminary results suggested that the label of gifted by itself does not appear to operate in any significant way unless it appears in conjunction with other student characteristics such as motivation. (CL)

ED 269 937 EC 182 721

Goldstein, David; Golding, Jonathan
Metamemory Ability in Learning Disabled Children with and without a Memory Deficit.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Learning Disabilities; *Metacognition; *Short Term Memory
IDENTIFIERS- *Metamemory

Normal children (N=8) and two groups of 8 learning disabled (LD) elementary grade children, one with and one without a short-term memory deficit, were administered a battery of questions concerning knowledge of how their memories function (metamemory). Metamemory was found to be deficient only in the subgroup of LD children with a short-term memory deficit (as indexed by poor performance on the Wechsler Intelligence Scale for Children-Revised digit span subtest). LD children without this memory deficit did not differ from normal children in metamemory. Relationships among memory, metamemory, and reading and math achievement were also explored. It was concluded that metamemory deficits, previously thought to characterize LD children in general, are found only in a relatively small subgroup of LD children. Nevertheless, for this subgroup the hypothesis of a metamemorial deficit appears to have some support. (Author/CL)

ED 269 954 EC 182 740

Ysseldyke, James E.; O'Sullivan, Patrick J.
Predicting Outcomes in a Statewide Preschool Screening Program Using Demographic Data. Early Childhood Assessment Project Research Report #5.
Minnesota Univ., Minneapolis.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 85
NOTE- 25p.; For other reports in this series, see EC 182 736-741.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demography; *Disabilities; *Prediction; *Preschool Education; *Screening Tests; *Socioeconomic Influences; State Programs

The ability of social, economic, and educational variables to predict screening outcomes among 398 school districts in a statewide preschool screening program was examined. First, salient demographic and educational variables were identified and reduced to five global factors using principal components factor analysis. Then, five factor scores and one additional variable (percentage of handicapped students) for each school district were evaluated as predictors of screening outcomes. In Study 1 the screening outcome was membership in groups of screening programs with the lowest versus highest referral rates. In Study 2 the screening outcome was referral rates among the screening programs. Results from both studies indicated that screening outcomes were not related to broad social, economic, and educational factors in any simple way. Alternative explanations are discussed, as well as implications for research on both intra- and inter-program factors that may influence the screening of preschoolers. (Author)

ED 269 561 CE 043 784

Textiles--Math. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 53p.; For other guides in this series, see CE 043 781-792. Portions may be marginally legible due to small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Curriculum Development; Design; *Evaluation Criteria; Integrated Curriculum; Manufacturing; *Mathematics Skills; Secondary Education; *Textiles Instruction; *Trade and Industrial Education
IDENTIFIERS- Textile Industry; *Textiles

A curriculum alignment chart is presented that translates mathematics goals/indicators into related vocational skills for the textiles course in the secondary vocational education curriculum. The chart contains three columns that correlate (1) vocational education performance indicators, (2) vocational education competency and mathematics skill/concept, and (3) relevant mathematics competency indicators. A page that corresponds to the chart provides suggestions for instructing students in the skills listed on the chart and activities that might be appropriate. These activities may be sample test items and/or practical applications of skills learned. (YLB)

ED 269 576 CE 044 362

Miller, Melvin D.; Wimberley, Dianne
Promoting Entrepreneurship Education in Vocational Education: A Final Report Prepared for a Project to Promote Economic Development through Entrepreneurship Education and Training.
Oklahoma State Univ., Stillwater. Coll. of Education.
SPONS. AGENCY- Department of Commerce, Washington, DC. Minority Business Development Agency.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 84

NOTE- 135p.; For a related document, see CE 044 363.
CONTRACT- 300-82-0171
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Conferences; Cooperative Planning; Coordination; *Curriculum Development; Educational Cooperation; *Entrepreneurship; *Fused Curriculum; *Information Dissemination; Instructional Materials; Linking Agents; Material Development; Minority Groups; National Programs; Postsecondary Education; Secondary Education; Seminars; Small Businesses; *Vocational Education

A 2-year contract was awarded to the Oklahoma State University College of Education, Department of Occupational and Adult Education, for the purpose of conducting a project promoting entrepreneurship education. The primary objectives of the project were to: assist vocational educators and Minority Business Development Center (MBDC) representatives in developing, improving, and expanding entrepreneurial education in their programs; promote the concept of entrepreneurial education in vocational education at both the secondary and postsecondary levels; increase coordination with the MBDC network service providers; develop and disseminate entrepreneurial education packages for use by vocational educators and MBDCs; and foster a continuing dialogue among representatives of vocational institutions, MBDCs, and other interested groups in order to assist in developing a coordinated plan for comprehensive entrepreneurial education. The major accomplishments of the project included a national awareness conference held in Washington, D.C., in January 1983, a series of 21 local entrepreneurship seminars held nationwide, a resource notebook that was developed to assist vocational educators and MBDCs, and an implementation guide designed to provide assistance to individuals wishing to replicate the local entrepreneurship seminars. (Appendixes to this report include the agenda of the national awareness conference, a list of local site coordinators, and selected plans of action.) (MN)

ED 269 618   CE 044 427

New PIC/Postsecondary Alliances. How Postsecondary Institutions and Private Industry Councils Are Working Together to Boost Economic Development and Put People Back to Work. Six Case Studies.

National Association of Private Industry Councils, Washington, DC.; National Inst. for Work and Learning, Washington, D.C.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 53p.; For a related document, see CE 044 426.
AVAILABLE FROM- The National Institute for Work and Learning, 1200 - 18th St., N.W., Suite 316, Washington, DC 20036 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Colleges; *Cooperation; Cooperative Programs; Dislocated Workers; *Economic Development; *Employment Programs; Federal Legislation; Federal Programs; Job Development; *Job Training; *Nontraditional Students; Postsecondary Education; Unemployment; Universities
IDENTIFIERS- Job Training Partnership Act 1982; *Private Industry Councils

Case studies are provided of the six sites involved in a demonstration project to encourage partnerships between postsecondary educational institutions and Private Industry Councils (PICs). These programs represent instances of collaborations between colleges/universities and the Job Training Partnership Act to help the unemployed find work and encourage business startups and expansion. The six programs are the (1) Chautauqua County PIC (Mayville, New York)/State University College of New York at Fredonia; (2) Franklin-Adams Employment and Training Consortium (Chambersburg, Pennsylvania)/Shippensburg University, Wilson College, and Monte Alto Campus of Pennsylvania State University; (3) Genesee/Shiawassee Employment and Training (Flint, Michigan)/University of Michigan--Flint, Mott Community College, Baker Community College, GMI Engineering and Management Institute; (4) Northwest Pennsylvania Training Partnership Consortium (Franklin, Pennsylvania)/Alliance College, Thiel College, and the Shenango Valley Campus of Pennsylvania State University; (5) the PIC of Columbus and Franklin County, Inc. (Columbus, Ohio)/National Center for Research in Vocational Education at the Ohio State University; and (6) (Region I) North Idaho PIC (Coeur d'Alene, Idaho)/North Idaho College. Each case study consists of a brief overview of activities, area profile, historical perspective, project goals and implementation, and outcomes. (YLB)

ED 269 631 CE 044 459

Friedel, Janice N.; Papik, Norma J.
The Eastern Iowa Community College District Program Evaluation Process. Revised.

Eastern Iowa Community Coll. District, Bettendorf.
PUB DATE- Jun 86
NOTE- 67p.; Some pages printed in small type on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Attitudes; Advisory Committees; *Community Colleges; *Data Collection; Postsecondary Education; *Program Descriptions; *Program Evaluation; *Self Evaluation (Groups); Student Attitudes; Surveys; Teacher Attitudes; Two Year Colleges; Vocational Education

This report describes the program evaluation process as developed by the Eastern Iowa Community College District (EICCD). Introductory materials include EICCD's intent and purpose of program evaluation, a discussion of the three stages/components of program evaluation, and an evaluation flowchart. The report is comprised of three sections, each devoted to one of the three components--collection of program descriptive data, surveys, and internal evaluation team duties. Section I on collection of program descriptive data contains a self-study document to be completed by program/department faculty. This self-study requests information on the curriculum, course development, articulation agreement, equipment, facilities, advisory committee, faculty, students, placement, and testing as well as a cost analysis of the program. Section II provides the surveys (forms) of current students, graduates, faculty, administrators, advisory committee members, and employers. Section III focuses on the roles and responsibilities of the internal evaluation team. Contents include a list of duties of a team member, a team evaluation report form with a rating form for physical facilities, and a form for a summary of the internal evaluation. (YLB)

Hodgkinson, Harold
Guess Who's Coming to Work. Occasional Paper No. 116.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 25p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH

43210-1090 (OC116--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Education; *Change; Demography; *Employment Patterns; *Futures (of Society); *Geographic Distribution; *Labor Force; Population Distribution; Population Growth; *Population Trends

Demography is clear about present cohorts; the future will include the same cohorts--only older. However, uncontrollable external forces are going to be dominant in determining America's destiny. To be effective the nation must respond quickly to these changes: the shift from a manufacturing to a service economy, an increasing number of minorities, and increased immigration. Interesting changes are consequently emerging in post-high school people and educational programs. Business has created a large postsecondary education system, corporations run colleges, and a large portion of the middle-age population is being educated. Three demographic factors that must be considered as they relate to the work setting are a potential worker's age, region, and race. Baby boomers are the most important age group, and a middle-aged society is emerging. The Sunbelt is characterized by increased youth populations, and a much higher proportion of the youth cohort is nonwhite. The Midwest is aging rapidly. Blacks are concentrated in the Southeast, Hispanics in the Southwest. The economy is moving toward a work force of a few highly paid executive and professional people and a large group of low-level service workers. The issues surrounding the "declining middle" are vital. (YLB)

CG

ED 269 688 CG 019 074

Repetti, Rena L.
Social Factors in the Workplace and Mental Health.

PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Depression (Psychology); Employees; *Employer Employee Relationship; *Interpersonal Relationship; *Mental Health; Self Esteem; *Social Environment; Supervisors; *Well Being; *Work Environment

Previous research has suggested that satisfying interpersonal relationships help promote psychological well-being. This study examined the influence that social relations at work have on the individual's mental health. Data were collected in two phases. In phase 1, a volunteer sample of nonmanagerial employees (N=302) from 37 bank branches rated the social environment at their work settings by completing a Social Environmental Survey. In phase 2, an all-female volunteer subsample (N=70) completed an additional questionnaire measuring psychological well-being. The results indicated that the quality of the social environment in bank branches was related to the psychological well-being of employees in the settings. Coworkers' average ratings of the common social environment were significantly correlated with two indices of individual employees' mental health, depression, and anxiety. Self-esteem was not as strongly related to the quality of the social environment as were depression and anxiety. An enhanced psychological significance to relationships with supervisors compared to relationships with coworkers was demonstrated. Practical applications of this research suggest that clinicians should consider the significant impact of the social environment at work and that organizations should realize the influence supervisors exert on the well-being of employees. (References are included.) (ABL)

ED 269 716 CS 008 330

Hall, Richard W.; Moon, Charles E.
Effects of Familiarity, Reading Level and Practice on Dual-Task Verbal Processing.
PUB DATE- Oct 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (3rd, Jackson Hole, WY, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aural Learning; Cognitive Processes; *Decoding (Reading); Elementary Education; Grade 6; Grade 7; Listening Comprehension; Reaction Time; Reading Achievement; *Reading Processes; *Reading Research; Verbal Ability; *Verbal Learning; Visual Learning
IDENTIFIERS- *Dual Tasks

A study examined variables that affect the acquisition of automaticity of verbal skills. Among the variables examined were practice, novelty or familiarity of a word or word category, the speed and efficiency with which persons acquire automaticity, reaction time, and number of tasks performed concurrently. Subjects, 30 sixth and seventh grade students at the university school at the University of Wyoming, were randomly assigned to order of treatment. Each student participated in three 30-minute sessions. Session one included instructions, two 20-task decoding practice trials, instructions, and two 30-task decoding trials with reaction times recorded. Sessions two and three began with review instructions followed by three 30-task trials. Students were allowed ten minutes of game time with a computer game disk following the second and third sessions to add attractiveness to the otherwise monotonous decoding activity. The first task was a visual task, the second an aural task, and the third task was a dual-task involving both visual and aural modes. Single task reaction times were briefer than under dual task conditions, reaction time was reduced from trials one through eight and subjects responded to familiar words more rapidly than to unfamiliar words. Reading level, number of tasks, familiarity of stimuli and practice accounted for approximately 42% of the variance in reaction time for the aural task. (HTH)

ED 269 744 CS 008 446

Lee, Carolyn

The Effects of Instruction in the Organizational Patterns of Writing on Comprehension.

PUB DATE- May 86
NOTE- 37p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Comparative Analysis; Grade 2; Organization; *Paragraph Composition; Primary Education; *Reading Comprehension; *Reading Research; *Reading Writing Relationship; *Teaching Methods; Writing Improvement; *Writing Skills

A study examined whether writing instruction focusing on organizational patterns has a significant effect on reading comprehension. Writing samples were obtained from 18 second graders, nine of whom received no instruction, while the other nine received instruction on the purpose and use of the topic sentence, adding details to the topic, and story endings. Both groups used journals for their writing and generated their own writing topics. Both samples were also given the Gates MacGinitie Reading Test Form B, Levels 1 and 2 respectively, as pre- and posttest measures of reading comprehension. Although the results showed no significant difference in the comprehension scores between groups, there were observable differences in the writing patterns between the groups. The experimental group showed increased competency in writing skills and organization of their thoughts. (A literature review of studies on the relationship between reading and writing is appended.) (HOD)

ED 269 788 CS 209 753

Bertch, Julie

Assuring Course Availability: A Writing-Based System for Independent Study.

PUB DATE- Nov 85
NOTE- 21p.; Paper presented at the Annual Conference of the Pacific-Western Division of the Community College Humanities Association (Seattle, WA, November 14-16, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Content Area Writing; Course Content; *Courses; Curriculum Enrichment; *Enrollment Trends; Higher Education; *Independent Study; *Teaching Methods; Writing Improvement; Writing Skills
IDENTIFIERS- Course Development; *Writing Across the Curriculum

The low number of students who enroll in advanced courses at community colleges creates a number of problems, including cost inefficiency. One of the benefits derived from writing across the curriculum is the value writing provides in personalizing instruction. Writing is a way of activating passive students and encouraging student interaction with course content. Through an alternate delivery plan that uses a writing-based system, advanced courses could be made available as independent study. There are five steps in implementing and developing an advanced course bank: (1) planning the content of the course, (2) writing the goals for each unit, (3) choosing the content, (4) selecting the presentation, and (5) making it work. Skills that will be required of students include reading study guides, taking notes, annotating and underlining, paraphrasing and summarizing, keeping a learning log, issuing memos, writing papers, and taking essay tests. Such a plan presents an alternative to the dilemma of sending students to larger schools to take advanced classes or raising the cost-per-student by allowing classes with low enrollment to be taught. (DF)

ED 269 818 CS 505 274

Theatre Arts in the Elementary School. An Introductory Overview.
Texas Education Agency, Austin. Div. of Curriculum Development.
REPORT NO.- TEA-GE6-370-01
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Dramatics; *Curriculum Development; *Drama; Educational Objectives; Elementary Education; Evaluation Methods; Lesson Plans; Speech Communication; State Curriculum Guides; State Standards; Teacher Qualifications; Teaching Methods; *Theater Arts
IDENTIFIERS- Texas

In response to Texas State Board of Education Rules for Curriculum, which stipulate that instruction shall be provided in the essential elements of art, music, and theatre in prekindergarten through grade six, this guide offers suggestions to assist schools with initial implementation of the theatre arts curriculum. The first section of the guide, the introductory overview, includes the rationale for educational theatre, and covers (1) values and goals of educational theatre, (2) elements of creative drama, (3) a creative drama lesson, (4) evaluation and replaying, (5) teacher side-coaching and playing in role, (6) theatre appreciation, (7) linkage with other subjects, (8) assessment, (9) teacher qualifications, (10) inservice for classroom teachers, and (11) resource information. This is followed by a chart of the essential elements of a fine arts/theatre arts program, definitions of theatre terms, a sample theatre arts lesson plan outline, one method of assessment, the elements of theatre appreciation (theatre conventions, audience etiquette, and study guides), characteristics of a quality theatre arts program in the elementary school, a bibliography, a list of stories to dramatize, and the American Theatre Association policy on theatre in elementary education. (HOD)

ED 269 833 CS 505 302

Allen, Jerry L.; And Others

Communication Apprehension, Generalized and Contextual Immediacy and Achievement in the Basic Course.

PUB DATE- Nov 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Communication; Classroom Environment; *Communication Apprehension; *Communication Research; Group Dynamics; Higher Education; Public Speaking; *Speech Skills; Student Attitudes
IDENTIFIERS- *Communication Context

Research has shown that communication apprehension (CA) has an impact on academic achievement over and beyond intelligence, type of performance-oriented class, language proficiency, and amount of verbal activity. A study explored the idea that this relationship is context-based by examining the impact of CA in the generalized contexts of small groups, dyads, meetings, and public speaking situations on college students' classroom achievement. In addition, the study investigated the relationships among students' CA, their perceptions of nonverbal immediacy (the degree of perceived physical or psychological closeness between communicators) in general and specific contexts, and their final course grades. Subjects, 389 students in a basic communication skills course, completed measures of CA and nonverbal immediacy. Results showed that high apprehensive students did not receive lower final course grades than did moderate or low apprehensive students. Further, final grades were not affected by students' perceptions of either general or contextual immediacy. Communication apprehension, overall and in generalized contexts, was significantly correlated with generalized and contextual immediacy. As expected, when CA increased, immediacy became lower. (FL)

Cook, Gillian E.; DeLuca, Nicholas M.

Managerial Styles of Prospective Instructional Supervisors and Educational Administrators.

PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Administrator Characteristics; *Administrator Education; Administrators; Educational Administration; Higher Education; Individual Characteristics; *Leadership Styles; Leadership Training; Management Development; Middle Management; Principals; *Supervision; *Supervisory Training
IDENTIFIERS- University of Texas San Antonio

Students seeking certification in supervision and those seeking certification in educational administration were compared in order to examine differences in leadership styles. One hundred forty-nine educational administration students and 121 supervision students participated in the study at the University of Texas at San Antonio. Four self-assessment instruments were used to measure dimensions of leadership style. The data suggested differences in style and organizational orientation between administration and supervision students. Administration students tended to be more task oriented, extroverted, and directive. The recommendations that followed from these findings were: (1) students in supervision and administration should be aware of leadership style models and should be able to assess their own leadership style; (2) techniques that encourage exploration of simulated and real life situations should be incorporated into training programs for supervisors and administrators; (3) training programs should provide for exchange of views among students with different goals in administration and supervision; and (4) ongoing professional development and training programs should be provided for all personnel in administrative and supervisory positions. School districts should also take leadership styles into account when assigning personnel and should make leadership into a team effort whenever possible. Twenty-two references are appended. (GJ)

ED 269 877 EA 018 479

Weaver, Patricia A.

Local Models of the Curriculum Planning Process for Secondary

English: A Descriptive Study.

PUB DATE- Apr 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Core Curriculum; Curriculum Design; *Curriculum Development; *Educational Planning; *English Curriculum; Models; *Participative Decision Making; School Organization; School Supervision; Secondary Education; Teacher Administrator Relationship; Teacher Influence; Teacher Participation

This study examined curriculum procedures and the roles, decision-making processes, and perceptions of central administrators, building administrators, and teachers in five school districts. Qualitative data collection included taped interviews using a focused indepth interview schedule, field notes, observation, and document collection. The study of the curriculum processes in each district resulted in the development of a five-step curriculum model: preplanning, planning, writing, implementation, and revision. Naturalistic models developed in each district as the curriculum was affected by various influences. The findings suggest that a school district's environment has definite effects on the curriculum process and that an influential person is needed to monitor all stages of the procedure. The findings also indicate that, despite a strong move toward centralization of the curriculum as a result of state mandates, teachers will derive a sense of satisfaction and "ownership" of curriculum documents only to the extent that they participate in curriculum planning and writing. A bibliography that includes books, articles, reports, and conference papers is appended. (Author/TE)

ED 269 892 EA 018 497

Wright, P.; Wernik, I.
Selection Criteria for Integrated Computer Based School Information Management Systems (SIMS). Final Report.
Alberta Dept. of Education, Edmonton.

SPONS. AGENCY- Edmonton Public Schools, Alberta.
PUB DATE- 30 Mar 85
NOTE- 86p.; For related documents, see EA 018 498-499.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Managed Instruction; Computer Software; Databases; Data Processing; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; Foreign Countries; Information Needs; Information Processing; Information Retrieval; *Management Information Systems; *Microcomputers; School Administration; Word Processing
IDENTIFIERS- Edmonton Public Schools AB; *School Information Management Systems

This report presents an evaluation instrument through which school districts and schools can identify and select computer-based school information management systems (SIMS) suited to their needs. These selection criteria were identified through a survey questionnaire and interviews at 18 representative schools in the Edmonton (Alberta) Public School District. As a result of analysis of these data, a three-level evaluation process has been devised, with progressively more detailed selection criteria. Level 1 defines the four basic functions of SIMS: school records, scheduling, student attendance, and grade processing. It also covers basic criteria such as cost, reliability of vendor, hardware capacity, and ease of use. The Level 2 selection criteria are more detailed, and are used to determine whether a system meets the needs of a particular school. Level 3 evaluation, aimed at the few systems that are finalists in the selection process, involves functional and performance testing of all system modules in a real life environment. Evaluation at Level 3 is a two-phase process: first, each system is evaluated against the most detailed criteria, and second, the outcomes of individual product evaluations are summarized and compiled for comparison and final selection. Accordingly, two separate instruments are included: the SIMS Selection Criteria Level 3 working form, and the Comparison Summary and Review Form. Appended are the questionnaire and interview forms used to gather the information from which these criteria were derived, and a detailed scoring comparison form. (TE)

ED 269 905 EA 018 522

Ballantyne, Marina; And Others

A Comparative Study of Public and Private Schools in the San Francisco Bay Area: A Descriptive Report.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-84-A17
PUB DATE- Nov 84

NOTE- 309p.; For other documents in this study, see EA 018 521-523. Appendices contain small print.
GRANT- NIE-G-83-0003
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Charts; Comparative Analysis; Data Analysis; Data Collection; Elementary Secondary Education; Institutional Characteristics; *Private Schools; *Public Schools; *Research Methodology; School Demography; School Organization; *School Statistics; *School Surveys; Tables (Data)
IDENTIFIERS- California (San Francisco Bay Area); San Francisco Unified School District CA

The Institute for Research on Educational Finance and Governance (IFG) has designed and implemented a major survey of public and private schools in the six-county San Francisco Bay Area which focuses on organizational dimensions in elementary and secondary schools. Private schools include Catholic parochial and private schools, independent schools, and schools of different religious affiliations. A survey of principals and teachers in the sample schools was also conducted to determine similarities and differences among personnel in the public and private sector. This paper describes the data set resulting from the surveys of schools, teachers, and principals in the public and private sectors. Sample design, rates of return, and the majority of variables in both the school and personnel files are discussed in detail and illustrated in tables. Initial comparisons between public and private schools are highlighted, but will require further analysis of the data set to verify. Appendices consist of school, personnel and District questionnaires and cover letters; an analysis of school and personnel file weights; and tables on the influence of various constituencies on decision making. (Author/TE)

Swaincott, Helen K.
A Guide for Preparing the Application for Program Approval for Certification of Nursing Assistants for Long Term Care Agencies and Home Health Aides in Pennsylvania.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 85
NOTE- 30p.; For a related document, see CE 044 380.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; Community Health Services; Evaluation Criteria; Guidelines; *Home Health Aides; Home Programs; *Nurses Aides; Nursing Homes; Postsecondary Education; *Program Validation; Residential Care; Secondary Education; *Student Certification

The purpose of this guide is to assist health care agencies and educational institutions to prepare an application for approval by the Pennsylvania Department of Education and the Pennsylvania Department of Health to train nursing aides for long-term care and home health agencies. Types of materials provided include definitions, a sample application form for program approval, instructor's certification form, and a curriculum plan. An application for approval of a course for educating nursing assistant personnel and home health aides in long-term care facilities presents information on the legal purpose for certification, where to obtain application forms, application evaluation team, application information needed for approval, application form data, instructor's certification form data, curriculum hours data, student performance checklist data, method for maintaining student records, evaluation plan, planning, documentation of course of study, implementing instruction, admission criteria, and quarterly evaluation and approval of the application. A graduate information form is included. Appendixes include a student performance checklist and sample syllabus and lesson plans. (YLB)

ED 269 604   CE 044 408

Cockrum, Jim
EMS Course Coordinator's Implementation Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 106p.; For related documents, see CE 044 409-410. Some forms contain small, broken type.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas at Austin, Austin, TX 78713-7218 (Stock Number PS 217).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accidents; *Allied Health Occupations Education; Cooperative Education; Cooperative Planning; *Coordination; *Emergency Medical Technicians; *Emergency Squad Personnel; Evaluation Criteria; First Aid; Instructional Materials; *Instructor Coordinators; Medical Services; Performance Contracts; Postsecondary Education; Professional Associations; Program Administration; Records (Forms); Rescue; Secondary Education; State Agencies; Student Certification; Student Evaluation; Study Skills; Teacher Evaluation; *Teacher Role

This handbook is intended to clarify the responsibilities of an instructor-coordinator responsible for coordinating an emergency medical services (EMS) training program and to describe many of the materials now available for use in coordinating EMS training. Addressed in the individual chapters of the guide are the nature and scope of the coordinator's job; curriculum and instruction; facilities, equipment, and materials; and other administrative responsibilities. Appendixes to the handbook include the following: regulatory authorities and professional associations concerned with EMS training, lists of available instructional materials and instructions for obtaining them (including sources of audiovisual and print materials, basic and advanced life support publications, and readability scores for selected publications); materials for instructors or coordinators (books on supervision, instruction, and instructional design and development and national EMS-related periodicals); and samples of forms used in EMS training (formats for scheduling training, student contracts and enrollment documents, instructor contracts, training affiliation agreements, student and instructor course evaluation forms, and student's clinical training reports). (MN)

ED 269 661 CG 019 046

Upshur, Carole C.
The Bridge, Inc. Independent Living Demonstration. Research Report.
Bridge, Inc., Boston, MA.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Mar 85
NOTE- 53p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). For a related document, see CG 019 047.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Problems; *Education; Emotional Problems; *Employment; *Homeless People; Life Style; Locus of Control; *Residential Programs; *Self Esteem
IDENTIFIERS- *Bridge Independent Living Project

A federally-funded research project for the Bridge Independent Living Project was designed to determine whether this structured residential program would have significant impact on the lives of 16- and 17-year-old homeless youth as compared to a similar control group. A non-equivalent control group design was employed in which youth referred to the independent living project were assessed on several personality dimensions before entering the program and at a 6-14 month follow-up. Instruments used were the Rosenberg Self Esteem Scale, the Lanyon Psychological Screening Inventory, and the Rotter Locus of Control Scale. Data were also collected on education and employment status, living situation, and behavior problems. Control youth from whom the same data were collected received other services from Bridge including counseling, General Educational Development, and vocational programs, but were living at home, with friends, or in other residential programs. Demographic data and entry assessment information were collected on 21 program and 36 control youth. One year follow-up data were available for 12 program and 18 control youth. At follow-up, program youth showed statistically significant gains in self-concept and became significantly less defensive than control youth. There was a trend in program youth toward less alienation or emotional problems compared to control youth, but no significant changes in sense of personal control for program youth. Program youth were found to be significantly more often employed and in school or had obtained a high school diploma, and were significantly more often in stable living situations than were control youth. Numerous tables and the survey forms are included. (NB)

ED 269 675 CG 019 060

Price, Reese E.
Multiple Personality and the Pathological Dissociation of Self.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Classification; *Clinical Diagnosis; *Psychological Patterns; *Psychosis
IDENTIFIERS- *Dissociation; *Multiple Personality Disorder

This paper considers the condition of Multiple Personality Disorder (MPD), which is defined as a separation of alternating personalities by rigid boundaries and amnestic barriers. It is proposed that MPD represents the end of a continuum of a defensive dissociation of the self that can result when a child employs a dissociative splitting of self into more or less independent part selves due to overwhelming environmental circumstances. Four case examples are presented in support of this position. Case one presents an individual in whom hidden ego states emerged and displayed some behavioral control in the course of hypnotherapy. Cases two and three present individuals in whom dissociated part selves were responsible for much of the presenting symptomology, but who did not qualify for a diagnosis of multiple personality. Finally, case four presents an individual representing a multiple personality disorder. It is noted that, since only case four would qualify for the diagnosis of MPD as defined in the Diagnostic Statistical Manual of Mental Disorders, there is a need for greater sensitivity in the recognition and treatment of these disorders. The recognition of a continuum of dissociation of the self that extends into multiple personality disorder is suggested. A five-page bibliography concludes the report. (NB)

ED 269 759 CS 209 670

Lieberman, Evelyn
Name Writing and the Preschool Child.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *Cognitive Development; Cognitive Processes; Concept Formation; Developmental Stages; *Handwriting; *Intuition; *Language Acquisition; Literacy; Orthographic Symbols; Preschool Children; Preschool Education; *Writing Research; Writing Skills; Written Language
IDENTIFIERS- *Autographs

Noting that young children's initial writing efforts are often dismissed as insignificant scribbling, a study explored children's emerging understandings about written language as indicated by the changes in 47 preschool children's autographs. Throughout a school year children were asked to write their names and draw pictures of themselves. Children's name writing samples, spontaneous verbal comments, and literacy-related activities were recorded throughout the year. The data were collected under both structured and spontaneous conditions. Results revealed that conventional or even recognizable autographs did not suddenly appear or result from the copying of models. Rather, autographs evolved over time as children devised strategies and followed intuitive rules while solving the problems of distinguishing writing from drawing, generating the culturally significant actions involved in writing, discovering the distinctive orthographic features of letters, and eventually controlling the conventions of name writing. The results support the conclusion that name writing is ideographic and not based on knowledge of letter names or on understanding letter/sound correspondences. (HOD)

ED 269 774 CS 209 726

Tolliver, Johnny E.
Discipline, Discipline, and Discipline: The Hegemony of Writing in American Education.
PUB DATE- Nov 85
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Problems; Educational Needs; Higher Education; *Intellectual Disciplines; Leadership; *Professional Development; *Professional Recognition; *Teacher Attitudes; *Teacher Behavior; Teacher Role; Teaching Methods; *Writing Instruction

Writing is a threefold discipline that occupies a supreme place in American education, and without which there can be no other learning. Writing is not only a body of knowledge; it is also a set of acquired habits, and a frame of mind and attitude with which a writing task is approached. Writing may be defined in three ways, as (1) a discipline; that is, a domain of learning, with its own vocabulary or jargon, principles, facts, and accumulation of theory and research; (2) a skill; and (3) an art--the ability to make words and ideas eternal. The acquired habits include the grammatical usage, writing practices, and strategies that are manifested when pencil is put to paper. The attitudes and behaviors of professional teachers of writing are critical. Teachers are confused about what should be taught and how to teach it. In some instances teachers are encouraging free thinking and trying to activate some mechanism within their students to help them make writing, thinking, reading, listening, speaking, and studying a circle of activities. In others, teachers are imposing form, insisting on correctness while inhibiting free and creative and critical thinking. Teachers need to make uniform, on a national level, standards and objectives for writing programs for all levels in the educational system. Writing programs should also be accredited. Perhaps such actions will inject discipline into the profession. (HOD)

ED 269 863 EA 018 403

Appel, David L.
Marketing.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 52p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($5.65 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; Institutional Advancement; *Marketing; Needs Assessment; Program Administration; *Program Development; Program Implementation; *Public Relations
IDENTIFIERS- Marketing Audits

This booklet suggests ways in which institutions--Catholic schools in particular--can move beyond public relations and advertising to engage in the broader arena of marketing with its focus on consumer satisfaction. The first of the book's three chapters reviews the concept of marketing, providing definitions of key terms, clarification of marketing's focus, a discussion of exchange relationships, and a comment on the importance of the school's acceptance of marketing's dual role as an organizational philosophy and a functional tool. Chapter 2 focuses on activities that will enable the school to "listen" to the marketplace, including developing a marketing committee, carrying out a marketing audit, and identifying and understanding the target market and the factors affecting that market's decision-making. The third chapter examines the marketing mix, a combination of products, prices, locations for offering the product, and methods for promoting the product that when administered as an integrated whole will most effectively use the school resources to reach and satisfy the target market. Applying these concepts in the school setting is stressed. An appendix provides a marketing audit for a Catholic school, consisting of questions for assessing the school's marketing environment, marketing strategy, and marketing activities. (PGD)

ED 269 922 EC 182 706

Hardwick, Hilary; Travis, Mike
Issues in Serving Young Special Needs Children in Bilingual-Bicultural Settings.
PUB DATE- Sep 85
NOTE- 16p.; Paper presented at the Statewide Early Childhood Conference of the Fairbanks Association for the Education of Young Children and Tanana Valley Community College (2nd, Fairbanks, AK, January 23-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Early Childhood Education; Language Acquisition; *Language of Instruction; Language Skills; Limited English Speaking; *Minority Groups; Preschool Education; *Second Language Learning; Young Children

The paper explores issues in educating young children from minority language backgrounds who exhibit a special need. An overview of language development and use reviews the need for four types of skills and knowledge: grammatical or linguistic command of a language, sociolinguistic competence, discourse competence, and strategic competence. Programing implications for minority language preschoolers are noted, including the importance of developing a strong, stable first language before introducing English as a second language. A review of existing resources and programs cites trends, including the emphasis on moving from the primary language into English as quickly as possible with limited data on proficiency skills to support this process. Issues for further study are identified in assessment and diagnosis, program services, staffing, and curriculum materials. Six recommendations are offered, including that young children should be taught about their culture in the preferred language of the family and community. (CL)

ED 269 562 CE 043 785

Welding--Math. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 27p.; For other guides in this series, see CE 043 781-792.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Curriculum Development; *Evaluation Criteria; Industrial Arts; Integrated Curriculum; *Mathematics Skills; Secondary Education; *Trade and Industrial Education; *Welding

A curriculum alignment chart is presented that translates mathematics goals/indicators into related vocational skills for the welding course in the secondary vocational education curriculum. The chart contains three columns that correlate (1) vocational education performance indicators, (2) vocational education competency and mathematics skill/concept, and (3) relevant mathematics competency indicators. A page that corresponds to the chart provides suggestions for instructing students in the skills listed on the chart and activities that might be appropriate. These activities may be sample test items and/or practical applications of skills learned. (YLB)

ED 269 731 CS 008 423

Lewis, Jack L.

Growth in Academic Performance Project, 1984-85 Evaluation Report, ECIA Chapter 1.

Cincinnati Public Schools, Ohio.

PUB DATE- Nov 85

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compensatory Education; Elementary Schools; Inservice Teacher Education; Parent Participation; *Program Evaluation; *Reading Achievement; *Reading Improvement; *Reading Programs; Remedial Instruction; Remedial Programs; *Remedial Reading; Self Concept

IDENTIFIERS- Cincinnati Public Schools OH; *Education Consolidation Improvement Act Chapter 1

The Growth in Academic Performance Project, the major component of the Cincinnati Public Schools' ECIA (Education Consolidation and Improvement Act) Chapter 1 Program, operated supplementary reading classes in 51 public and 26 nonpublic schools involving 4,891 elementary school students during 1984-85. The four objectives established for that school year were that (1) project pupils have attitudes toward themselves as positive as those of non-project pupils; (2) project pupils have attitudes toward school as positive as those of non-project pupils; (3) opportunities for parent involvement be provided; and (4) inservice training be provided for all project personnel throughout the school year. Chapter 1 teachers and assistants provided 45-50 minutes each day of supplementary reading instruction to groups of five to eight students, worked closely with classroom teachers, and made telephone, personal, and written contact with parents. The national reading achievement objective (a gain, on the average, of seven normal curve equivalents (NCE) between pretest and posttest) was met in grades one through six. The local goals of parent involvement and inservice training were achieved; however the goals regarding student attitude toward self and school were not met. It was recommended that additional efforts be made toward improving student attitudes and increasing parent involvement. (LLZ)

ED 269 938 EC 182 722

Holland, Richard P.; Noel, Margaret M.

A Review of Federal Legislation Concerning Special Education Personnel Preparation. Technical Report.

Maryland Univ., College Park. Inst. for the Study of Exceptional Children and Youth.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 85
NOTE- 72p.; For related document, see EC 182 723.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Federal Legislation; *Federal Programs; Government Role; History; *Professional Education; Program Development; Public Policy; Special Education; *Teacher Education

The report examines special education personnel preparation programs initiated under federal law. The evolution of the federal role in personnel preparation is reviewed beginning with the National Defense Education Act in 1958. Four federal initiatives are analyzed in detail: The Fellowship/Traineeship Program, the Program Assistance Grants, the Dean's Grants Projects, and the Regular Education Inservice Grants. Programs are addressed in terms of the stimuli for development, implementation data, and impact evaluations. Issues are raised, including the nature of reciprocal arrangements between institutions of higher education and the federal programs. It is concluded that the broad intent of the original legislation, establishment of a system to prepare personnel to educate the handicapped, has been met. (CL)

ED 269 955 EC 182 741

Ysseldyke, James E.; And Others
An Ecological Study of School Districts with High and Low Preschool Screening Referral Rates. Early Childhood Assessment Project Research Report #6.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 85
NOTE- 30p.; For other reports in this series, see EC 182 736-740.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Early Childhood Education; *Referral; *Socioeconomic Influences

An ecological study was conducted to investigate social, economic, and political factors that influence referral rates following early childhood screening. Telephone interviews were conducted with school personnel from 17 school districts directly involved in the screening and referral process. Subjects (6 early childhood teachers, 3 preschool coordinators, 3 school nurses, 2 directors of special education, 1 superintendent, and 2 other persons fulfilling various dual roles) were asked to describe the variables in their particular community that either contributed to or impinged upon the referral rate. Results suggested that there are no obvious factors clearly associated with referral rate. Preschool coordinators generally cited similar factors regardless of their system's referral rate. Alternative hypotheses are generated to explain these findings. (Author/CL)

ED 269 689 CG 019 075

Bryce, Marvin E.
Home Based Care: Direction for the 80s.
PUB DATE- Jan 82
NOTE- 11p.; For related document, see CG 019 076.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Delivery Systems; Family Environment; Family Problems; *Family Programs; Foster Care; *Home Programs; Minority Group Children; Parent Child Relationship; *Program Effectiveness

Home based family centered (HBFC) service programs have been developed as alternatives to out-of-home placement. These programs have reported relatively high service success rates at costs signficantly lower than foster home and institutional care while, at the same time, avoiding the social and psychological risks of out-of-home placement. Variations in HBFC programs reflect the objectives and needs of the community served. Programs appropriately used as alternatives to substitute care are characterized by a primary caseworker, small caseloads, teamwork, 24-hour staff availability, service in the family home, comprehensive services, maximum use of family resources, provision of help with any problem, and keeping the parent in charge of the family. There are several advantages of HBFC programs. These programs surmount the professional distance barrier; highlight families' strengths; provide didactic teaching, modeling, coaching, counseling, rehearsing, and encouraging; and provide protective service workers and judges with safe and comfortable options for many families. HBFC programs have proven to be effective with families at risk of out-of-home placement and are beneficial to minorities. HBFC programs help to create a balanced child welfare system by providing a realistic option for families experiencing difficulties and the threat of out-of-home placement of one or more family members. (NB)

ED 269 703 CG 019 090

Hale, Lynelle C.; Knecht, James A.
Enriching Divorced Families thorugh Grass-Roots Development of Community-Wide Court-Referred Mediation Services.
PUB DATE- Nov 85
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arbitration; *Community Action; Community Programs; *Court Role; *Divorce; *Family Problems; Program Descriptions; *Program Evaluation
IDENTIFIERS- *Mediation

This paper describes a grassroots effort by one mid-sized midwestern community which led to the development of a voluntary cooperative network of community service providers offering court-referred divorce mediation services to highly conflicted divorcing families. Issues addressed in this paper are: (1) the difference between a court-referred service and a voluntary private practice service, and which would be more effective; (2) whether the number of divorcing families using the litigation process was sufficient to justify a court-connected program; (3) the legal basis for court-mandated mediation; (4) structuring an effective program; and (5) program evaluation. Included are lists of questions, concerns about the program, suggestions for improvement, and opinions about the best aspects of the program from attorneys. The paper concludes that the court-referred divorce mediation program has been quite successful and should continue without significant changes at this time. Appended are a set of standards and procedures for the divorce mediation, a program termination record and other relevant forms, case review procedures, a summary of records, and a divorce mediation program flyer. (NB)

ED 269 745 CS 008 447

Henney, Maribeth
Reading and Computers--How Teachers Can Make Them Work Together.
PUB DATE- 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computers; *Computer Software; *Reading Instruction; Reading Writing Relationship; *Word Processing; *Writing Instruction
IDENTIFIERS- Bank Street Writer; *Software Evaluation; Story Tree

Some concerns regarding the use of computers in reading instruction are addressed in this report. The first section explores the similarities and differences between reading printed materials and computer display screens (legibility, portability, etc.) and presents some advantages and disadvantages of computers. The next section explains two ways in which computer programs for education can be categorized: according to the written structure of the program (drill, tutorial, simulation, etc.) and according to student needs (to inform, reinforce, etc.). Next, a software evaluation checklist, provided for teachers, focuses on aspects of programs that facilitate the ease and efficiency of reading, including screen appearance, line breaks, and accompanying documentation. The paper then describes two programs promoting the combined teaching of reading and writing--the Bank Street Writer and the Story Tree from Scholastic--and suggests 24 activities for use with these programs, including correcting misspellings, incorrect grammar, and punctuation; putting sentences in proper sequence; creative writing; and editing. The last section discusses the need for including computer-related books in the classroom library and provides short abstracts of books representing the three main categories of books on computers (computer literacy, programming, and fiction). (LLZ)

ED 269 789 CS 209 754

Clines, Raymond H.
Collaboration and the Inadequacy of Current Models of Composition.
PUB DATE- 1 Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Higher Education; Secondary Education; *Teaching Methods; *Writing Instruction; *Writing Processes

IDENTIFIERS- *Collaborative Writing; Rhetorical Theories

While models of expressive writing are supposed to encourage individuals to look within and release what is good and true, growing up with such a model may be counterproductive in that writers may never learn to take advantage of social interaction that might be of help in the invention and prewriting stage, and thus fail to realize the benefits of collaboration. Another failing of the current models for composition is that those who learn that writing is a solitary act will feel that if they do not write, they have only themselves to blame. It does not occur to them to consider that the ways they interact with others and with social collectives could have something to do with writing failures as well as successes. Almost nowhere in current composition theory or pedagogy does one find out about writing jointly with others, or about writing negotiatively in constrained settings, or about the important role that resonating relationships play in writing. Thus, it is not surprising that when teachers do try to incorporate collaborative teaching techniques in the classroom, they fail. Organizing collaborative learning effectively may require new and more thorough analyses of the elements of the composition field than have been attempted. A number of contemporary critical perspectives may help point the direction that such analyses could take, especially if teachers are to develop the kind of theoretical framework that would make collaboration truly workable. For example, Marxist, deconstructionist, reader-response, and certain scientific theories all counter the notion of the isolated writer. Viewing writing in a collaborative context means that writing teachers must acknowledge that they cannot always solve writing problems by working with individuals alone. (HTH)

ED 269 804 CS 209 790

Bude, Bette L.

From Cloze Reading to Better Writing--or--How to Survive Teaching Grammar, Expository Reading and Writing to Uninformed, Mostly Disinterested Junior High Students.

PUB DATE- 21 Sep 85
NOTE- 23p.; Paper presented at the Meeting of the Basic Writing Conference (St. Louis, MO, September 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cloze Procedure; *Content Area Writing; *Critical Reading; Critical Thinking; *Expository Writing; Integrated Activities; Junior High Schools; Paragraph Composition; Reading Skills; Reading Writing Relationship; Student Motivation; Teaching Methods; Vocabulary Development; *Writing Exercises; *Writing Instruction

Because junior high school literature anthologies contain few expository offerings and English texts seldom involve students in critical reading as background for writing, it is up to the teacher to fill the gap. One approach for providing students with critical reading practice is the cloze procedure, which (1) encourages close reading and careful attention to semantics, syntax, mode of writing, sentence pattern, and grammar; (2) is motivational; (3) is adaptable; (4) prompts critical thinking; (5) improves vocabulary and use of context; (6) gives students experience dealing with non-fiction; and (7) gives students background so that they can speak with more authority when writing exposition. By finding versatile ways to use material written using cloze, teachers can provide students with the opportunities to interact with content in ways that will make students more capable, satisfied writers. (Two cloze writing lessons, one for writing a comparison or contrast paragraph and the other for writing a chronologically arranged paragraph, are included.) (HOD)

ED 269 834 CS 505 310

Breen, Myles P.
National Mythology on Television: The Australian Experience.
PUB DATE- May 86
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; Cultural Influences; *Film Production; Films; *Folk Culture; Foreign Countries; Legends; Mass Media; Mass Media Effects; *Mythology; *Programing (Broadcast); Public Opinion; Social Attitudes; *Television
IDENTIFIERS- Audience Response; *Australia

In view of the increasing interest in the mass media's role in the creation, maintenance, transformation, and celebration of whole cultures, the Australian experience with nationalistic mythmaking in film and television should be examined. Research reveals that Australians prefer watching Australian programs to watching British or American programs, which indicates that each distinct culture in the world would prefer viewing programs sensitive to its own mythology. In addition to very basic myths, such as those dealing with unchanging human nature and the absence of social conflict, local Australian variations of these themes exist. American and British domination of Australian programming has given way to productions that are uniquely Australian and that exhibit Australian archetypes. Some attempts to include Australian folklore are more deliberate than others. However, in spite of the fact that national mythology affects telecommunications policy differently in different cultures, producers of films and television programs should study their mythology and exploit it in order to capture their national audiences. Three pages of references conclude the report. (DF)

EA

ED 269 906 EA 018 523

Blanford, William; Chambers, Jay G.
Documentation for the IFG Public and Private School Database.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 270p.; For other documents in this study, see EA 018 521-522.

GRANT- NIE-G-83-0003
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Data; Elementary Secondary Education; Institutional Characteristics; *Private Schools; *Public Schools; School Demography; School Organization; *School Statistics; School Surveys
IDENTIFIERS- San Francisco Bay; San Francisco Unified School District CA

The Institute for Research on Educational Finance and Governance (IFG) has designed and implemented a major survey of public and private schools in the six-county San Francisco Bay Area which focuses on organizational dimensions in elementary and secondary schools. Private schools include Catholic parochial and Catholic private schools, independent schools, and schools of different religious affiliations. A survey of principals and teachers in the sample schools was also conducted to determine similarities and differences among personnel in the public and private sector. The sampling was extensive: school questionnaires were sent to each of 563 public and 374 private schools; personnel questionnaires were sent to principals in all schools sampled; and teacher questionnaires were sent to a stratified sample of schools employing approximately 2,471 public and 2,688 private school teachers. The overall return rates ranged from about 20-35% depending on the sample. This report contains the documentation for the IFG public and private school and school personnel databases gathered as part of the "Comparative Study of Public and Private schools in the San Francisco Bay Area." This report provides more detailed information on the variables contained in the databases and return rates. The unit of observation of the school database is the individual school, and that of the personnel database is the individual teacher or principal. (Author/TE)

EC

ED 269 577 CE 044 363

Greenwood, Kathryn; And Others
Resources for Entrepreneurship Education.
Oklahoma State Univ., Stillwater. Coll. of Education.
SPONS. AGENCY- Department of Commerce, Washington, DC. Minority Business Development Agency.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 485p.; For a related document, see CE 044 362. A product of the Project to Promote Economic Development through Entrepreneurship Education and Training.
CONTRACT- 300-82-0171
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Education; *Community Resources; Community Services; Educational Cooperation; *Entrepreneurship; Evaluation Criteria; Individual Characteristics; *Minority Groups; Models; Postsecondary Education; Private Agencies; Program Descriptions; *Program Development; Program Evaluation; Public Agencies; Resources; School Community Relationship; Secondary Education; *Small Businesses; Technical Assistance; Training Methods; Training Objectives

This resource notebook is intended to assist vocational educators and minority business development center representatives working at the secondary, postsecondary, and adult levels in developing, improving, and expanding entrepreneurial training programs by developing program models, training strategies, and bibliographies of resource materials. Addressed in the individual sections of the guide are the following topics: what entrepreneurship is and why it is important, where entrepreneurship education fits in, how instructors go about providing entrepreneurship education, whether minority entrepreneurs have special needs, how program providers assess entrepreneurship education programs, and where program providers can get help in developing and delivering entrepreneurship education programs. Appendixes, which compose more than half of the guide, include a selected annotated bibliography; model training program descriptions; an overview of minority business development centers and their role in enterprise development; excerpts from an entrepreneurship education program planning guide; directories of assistance agencies; a flow chart for planning and implementing a new venture; a list of characteristics of entrepreneurs; entrepreneur, success, and career quotients developed by the National Research Center for University and College Admissions; and guidelines for organizing to develop program and collaborative networks. (MN)

ED 269 619 CE 044 432

New Trends. No. 6. Bulletin of CDCC Project No. 9 "Adult Education and Community Development."
Council of Europe, Strasbourg (France).
PUB DATE- Feb 86
NOTE- 17p.; For related documents, see ED 248 321, ED 251 608, and ED 264 425-429.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Community Development; Conferences; *Educational Cooperation; Foreign Countries; Guidelines; *International Cooperation; Multimedia Instruction
IDENTIFIERS- *Europe

This issue reports the final activities of a project on adult education and community development. It begins by describing the activities carried out following the visits to various locations, including the opening up of the cooperative monitoring process through three meetings (two seminars and one hearing) and a series of joint seminars in cooperation with the authorities of member states to test to what extent the instruments proposed for action and experimentation could be applied in different social, cultural, and economic contexts. General policy guidelines originated by project activities concerning the methods used in local and regional employment projects are also set forth. The results of the project are addressed, namely the action proposals that comprise practical development instruments that can be adapted to different situations and used as reference in the practical implementation of innovative experiments. Possible exploitation of project results are then considered. The conference on "Adult Education and Community Development: Challenges and Responses" which will mark the end of the project is described. Finally, documents issued in the framework of the project are listed. (YLB)

ED 269 632 CE 044 480

Posner, Roni D.; Halbrook, Diane R.
Women in Vocational Education Administration.
American Vocational Association, Alexandria, VA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 268p.
AVAILABLE FROM- American Vocational Association, 1410 King Street,

Alexandria, VA 22206.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrator Characteristics; Directories; *Educational Background; *Females; Postsecondary Education; Secondary Education; Teacher Educators; *Vocational Directors; Vocational Education

This directory of women in vocational education administration is divided into three major sections. The first--"Careers, Concerns, and Challenges"--provides insights and personal perspectives on administration written by eight outstanding women in vocational education administration. These eight represent the general administrative positions of State Director of Vocational Education (or equivalent), Teacher Educator, Large City Director, Head of State Association in American Vocational Association, Dean of Community College, Administrator of Local Vocational-Technical School, and National Leader. The second section presents 359 women, nationwide, working in a range of administrative positions within vocational education. The alphabetical individual profiles provide this information: name, address, and telephone number; highest academic degree; years of experience; current and previous positions; largest staff and budget supervised; leadership positions; major achievement; area of expertise; and consulting skills. Cross references correlate women administrators with areas of expertise and consulting skills. State rosters list them alphabetically by states, also in alphabetical order. This presentation design (individual profiles, cross references, and state rosters) enables the directory user to identify potential job candidates, consultants, etc., both in terms of capability and geography. The appendix includes various communiques and forms used to identify these women. (KC)

ED 269 647 CG 018 750

Adams, Cynthia; And Others

Qualitative Age Differences in Story Recall.

SPONS. AGENCY- Wayne State Univ., Detroit, MI. Inst. of Gerontology.
PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aging (Individuals); *Cognitive Processes; Cognitive Style; *Comprehension; Memory; *Older Adults; *Recall (Psychology); Story Reading; *Young Adults

Resarch on discourse comprehension in adulthood has yielded inconsistent findings. Some studies have reported age-related differences in comprehsnion and recall while others have found no differences between younger and older adults. To examine the recall style of younger and older adults, a narrative was presented to 40 younger (mean age=18.73 years) and 39 older (mean age=65.67 years) adults. Following the presentation, subjects produced written responses about the narrative under one of four recall conditions: total recall, summary, gist, or gist and moral. Individual written responses were unitized and each unit was assigned to one of four categories: (1) listing of individual text-based information units; (2) integrations of textual information; (3) interpretations of the text; or (4) additions to the text-based information. The results indicated that there were qualitative differences in the types of responses exhibited by younger and older subjects. In general, across recall conditions, younger subjects tended to list or closely reproduce text information while older subjects tended to transform the text proper into "gist" as well as interpretive units of meaning. These results suggest that there may be qualitative changes from young to mature adulthood in the nature of the transformations of information which are most likely to be processed. From an adaptive perspective, as individuals age, their knowledge processing style may become more heuristic, analogical, and figurative. (Author/NB)

ED 269 717 CS 008 365

Alvermann, Donna E.

Discussion: The Forgotten Language Art: Becoming Literate in the Secondary School.

PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion; *Discussion (Teaching Technique); *English Instruction; High Schools; Language Skills; *Literature Appreciation; *Reading Ability; Reading Instruction; Secondary School Students

One segment of a larger study (which explores whether secondary teachers and their students alter their discussant roles after being made aware of their classroom interaction) examined the extent to which reading the textbook is necessary for engaging in discussion. Three English teachers and their classes were selected as participants. The teacher with low reading ability students received supervisory intervention, which consisted of a preobservation conference, videotaped observation of 12 postreading discussions, a stimulated recall session while both watched the videotape of the lesson, and a postlesson conference. The other two teachers and their classes served as controls. Observations made during taping, interviews, questionnaires, content analysis of textbooks, and the students' written work provided data which showed (1) that the intervention did not alter teacher-student roles or patterns of verbal interaction, and (2) that a move away from literal-level discussion resulted in a decreased reliance on the textbook for participation in discussions. The study raises questions about discussion as a language art, a focus for research, and a classroom activity about which teachers' expectations may vary depending on their students' reading abilities. (Attachments include the timeline of the study, the coding system for transcriptions of student-teacher interactions, samples of observation data, and primary and secondary data sources with resulting hypotheses.) (LLZ)

ED 269 819 CS 505 275

Theobald, John M.
News Information in Forensics: A Case for a More Intelligent Use of Sources.
PUB DATE- Feb 86

NOTE- 12p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Credibility; *Debate; *Information Services; *News Reporting; Persuasive Discourse; Public Speaking; Speech Communication; Speeches
IDENTIFIERS- *Debate Tournaments; Extemporaneous Speaking; News Magazines; Newsweek; Time Magazine; *Topic Selection; US News and World Report

In many college and high school forensics tournaments, the topic agenda is derived from "Newsweek," "Time," and "U.S. News and World Report." This use of three profit-oriented, widely circulated magazines as the agenda setting basis of extemporaneous speaking competition is philosophically and substantively damaging. First, using news information from three homogenous sources is inconsistent with forensics' focus on a variety of contexts and audiences. Other sources, such as the "National Review," "American Opinion," or major metropolitan newspapers should be considered. Philosophically, the use of weekly news magazines diminishes the value of forensics by providing an "easy out" for the student. Substantively, the use of such magazines encourages well-polished speakers to limit needlessly their horizons of thought. Extemporaneous speaking should be a tremendously broad forum but generally is not. It is time for alternatives, and the only limitation to developing them is the creativity of tournament directors. (DF)

Knoop, Robert; Common, Ronald W.
A Performance Appraisal System for School Principals.
PUB DATE- May 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Montreal, Quebec, Canada, May 28-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Computer Oriented Programs; Data Interpretation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluators; Foreign Countries; *Formative Evaluation; Interrater Reliability; Leadership Styles; Measurement Techniques; Observation; Performance; Performance Factors; *Principals; Tables (Data)
IDENTIFIERS- Ontario

The Performance Review, Analysis, and Improvement System for Educators (PRAISE) is a formative evaluation instrument designed to improve the performance of school principals. The system appears to be reliable and valid and is flexible enough to accommodate the needs of a variety of schools. Sample items and categories of the instrument include problem solving and decision making; curriculum and program development; relations with teachers; relations to parents and community; and professional qualities and competencies. Selected categories and items of the inventory system for principal performance indicators include setting and achieving goals and objectives; directing and leading; managing change and innovations; and delegating and inviting participation. The inventory system is computerized to facilitate data processing. System features include the identification of strengths and weaknesses; a two-dimensional leadership profile; experiential exercises designed to analyze one's own actions and behavior in an objective manner; summaries for any segment of a population of educators; and training plans that show training needs by priority listings. PRAISE is an evolving system that, when compared to similar appraisal systems, shows great promise. Ten references are cited. (GJ)

ED 269 878 EA 018 480

School Staffing Ratios, 1985-86. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 86
NOTE- 63p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No.

219-21722; $24.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Elementary Secondary Education; Enrollment; National Surveys; *School Personnel; School Statistics; *Staff Utilization; Tables (Data); Teachers; *Teacher Student Ratio
IDENTIFIERS- *Staffing Ratio

The Educational Research Services, Inc.'s National Survey of Salaries and Wages in Public Schools for 1985-86 collected data on the number of personnel in 23 professional and 10 support positions in public school systems throughout the United States, as well as data on the fall 1985 enrollment of these systems. Various pupil-staff and teacher-staff ratios computed using these figures are reported in this set of 44 tables. The data analysis and reporting procedure used allowed for comparisons of staffing ratios within both enrollment categories and expenditure categories. Two of the tables in this report are summary tables showing mean numbers of pupils and teachers per professional and per administrative staff member in the 1,104 reporting systems; 21 tables show percentile distributions, means, and ranges of pupil-staff and teacher-staff ratios by enrollment group; and 21 tables show percentile distributions, means, and ranges of staffing ratios by per-pupil expenditure level and enrollment group. The report is introduced with a review of the data and staffing positions covered, a description of the sampling procedure, an analysis of each table's contents, comments on use of the data, and highlights of the findings. (PGD)

ED 269 939 EC 182 723

Noel, Margaret M.; And Others

Determinants of Teacher Preparation: A Study of Departments of Special Education. Technical Report.

Maryland Univ., College Park. Inst. for the Study of Exceptional Children and Youth.

PUB DATE- Aug 85
NOTE- 179p.; For related document, see EC 182 722.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Faculty College Relationship; *Faculty Development; Federal Programs; *Preservice Teacher Education; State Programs; Teacher Certification; Teacher Education

The report presents findings from a study of factors influencing the training offered in special education preservice teacher training programs. In-depth, focused interviews solicited information on 11 areas: descriptions of departments, students, and faculty; training priorities, department priorities, interaction with State Departments of Education, federal priorities, local education agencies, opinions of the child deficit model, opinions of separation between special and regular education, and difficulties in the field. Results are summarized for each topic area. Conclusions included that there was surprisingly little variability in terms of perceptions and responses of faculty across states and across institutions with similar size and characteristics; that students were predominately white and female; that almost all departments had experienced recent drops in enrollment; that there was little variability across institutions in terms of training program content, which emphasized working with parents and regular educators and developing assessment skills; that faculty did not view their programs as influenced by changes in federal priorities; and that there was not much evidence of collaboration between local education agencies and departments of special education. The two interview questonnaires used in the study are appended. (CL)

ED 269 591 CE 044 382

Reimund, Donn A.; And Others
The U.S. Farm Sector in the Mid-1980's. Agricultural Economic Report Number 548.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- May 86
NOTE- 54p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Order No. 001-019-00441-0).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Agricultural Production; *Agriculture; *Change; *Farmers; *Income; Vocational Education

This report compares several farm characteristics of the mid-1980s with those of a decade earlier to document the real amount of change in the farm sector. Farms are stratified into five groups based on their farm income: rural residence, small family, family, large family, and very large. Sources and levels of farm operator income and wealth are first considered. Land ownership and tenure patterns are examined. Some variables are studied that can be measured to indicate variations in farm organization: farming enterprises, technology, yields, and intensity of resource use. An examination follows of changes in the degree of concentration of production and land used for producing specific agricultural commodities. The analysis uses Gini index-Lorenz curves and distribution curves. Census of Agriculture data for 1974, 1978, and 1982 are used to trace change in several variables that are important measures of the structure of the farm sector. Structural change variables are examined in both nominal and real terms. A final section describes further the five sales classes. Regions are compared with the national average. The basic structural characteristics addressed are farm numbers and size, asset value, sales, tenure, organization, off-farm work, age, and expenses. Forty-nine tables supplement the text, and a short list of other agricultural reports is included. (YLB)

ED 269 605 CE 044 409

Cockrum, Jim
EMS Instructor's Handbook.
Texas Univ., Austin. Extension Instruction and Materials Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 80p.; For related documents, see CE 044 408-410.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas at Austin, Austin, TX 78713-7218 (Stock Number PS 218).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accidents; *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; *Emergency Medical Technicians; *Emergency Squad Personnel; Evaluation Criteria; First Aid; Learning Activities; *Learning Processes; Medical Services; Postsecondary Education; Records (Forms); Rescue; Secondary Education; Student Certification; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *Related Subjects Instruction

This handbook is intended to assist instructors of courses in emergency medical services (EMS). Discussed first are the role of the EMS instructor and EMS training. The second chapter deals with three learning principles (the principles of effect, exercise, and readiness) and four teaching steps (preparing the learner, presenting the information, applying the information, and evaluating the results). Examined in the next two chapters are ways of using the first three steps of instruction to teach a skills lesson and related information. The fifth chapter describes procedures for evaluating students' mastery of skills and related information, and the sixth chapter covers initiating and operating a course. Concluding the guide is a list of 121 useful insights and recommendations. Appendixes to the handbook include various forms

for copying and lists of materials and sources of materials for EMS training. (MN)

ED 269 676 CG 019 061

Dickel, C. Timothy; Boytim, James A.
Teaching Leadership Skills for Support Group Facilitators.
PUB DATE- 22 Apr 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Counselor Role; Counselors; *Counselor Training; *Group Dynamics; *Leadership Training; *Social Support Groups; Stress Management

Evidence in the professional literature that social support in a person's life can lessen the effects of stressful life events makes knowledge of the dynamics of social support and of the workings of the support groups vital for counselors. Social support has been defined by various authors in various ways. Especially helpful to counselors is Gottlieb's (1978) classification of teachable supportive behaviors into the four categories of emotionally sustaining behaviors, problem-solving behaviors, indirect personal influence behaviors, and environmental action behaviors. While most counselors have been trained to work in traditional counseling groups, the support group differs from the counseling group on several dimensions and requires a reorganization of traditional thinking about group leadership and about the clients' ability to help one another. Counselors can become effective facilitators of support groups by understanding the nature of social support, the dynamics of support groups, and the role of the group facilitator at each stage of group development. The training of a support group facilitator involves three steps: (1) acquiring an academic knowledge base about the operation of support systems and groups; (2) being involved in a support group as an observer and as a group member; and (3) developing a small scale support group. It is hoped that counseling professionals will realize the value of social support inteventions and will both incorporate support groups into their practices and train students to use support groups effectively. (NB)

ED 269 746 CS 008 448

Fanfulik, Marge

A Study of Compensatory Education Programs in Reading to Determine Their Effectiveness over a Six Year Span.

PUB DATE- Apr 86
NOTE- 41p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Compensatory Education; Developmental Programs; Elementary Secondary Education; Longitudinal Studies; *Program Effectiveness; Reading Achievement; *Reading Improvement; *Reading Programs; *Reading Research; *Remedial Reading
IDENTIFIERS- California Achievement Tests

Evidence concerning compensatory education programs (designed to overcome educational deficits associated with adverse environmental circumstances) and their impact was sought in a study that investigated the progress made by students in such programs for reading over a six-year span, from middle school and through high school. Data were obtained from cumulative student records and California Achievement Test scores in reading for 20 developmental and 20 remedial students for the years 1980, 1983, and 1985, and were recorded in terms of raw scores and grade equivalents for total reading, including vocabulary and comprehension scores. Results indicated that after six years of remedial reading classes only one student was above grade level performance, about half of these students were still two years below grade level, and the rest were more than two years below grade level. Grade equivalents indicated that remedial students still made moderate gains between the ninth and eleventh grades, but developmental students made more moderate gains in reading achievement by the end of the ninth grade. The results suggest that compensatory education reading programs are helpful to remedial readers--especially in reading achievement--as compared to the developmental sample. (HOD)

ED 269 760 CS 209 673

Mano, Sandra
Simon's Writing Develops: A Case Study of a Successful Adolescent Writer.
PUB DATE- 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Case Studies; Cognitive Processes; Content Analysis; Developmental Stages; Junior High Schools; Language Acquisition; Literacy; Longitudinal Studies; *Verbal Development; Writing Evaluation; *Writing Processes; *Writing Research; *Writing Skills; Written Language

Observations of a 12-year-old boy provide an in-depth look at the writing of a successful adolescent writer, as it developed over a 2-year period. The subject was interviewed once a week in his home. In addition to the information obtained in interviews, his texts were analyzed for formal features. Three factors emerged as particularly facilitating for Simon's developing literacy: critical consciousness, exposure to media, and access to social support for writing. While these factors have the potential to affect strongly the development of literacy, these factors also interact with all other factors present in the writing situation. Consequently, they are not inherently facilitating or inhibiting since they are context-dependent. Although the active influence of these factors cannot guarantee success, their absence can signal writing problems. Therefore, educators should try to promote their interaction in the writing situation. However, trying to implement such a policy in the classroom is a difficult task that raises many pedagogical issues. Further research is needed into the role of these factors in literacy acquisition. (DF)

ED 269 864 EA 018 404

O'Brien, J. Stephen, Ed.; McErien, Margaret, Ed.
Personnel Issues and the Catholic School Administrator.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 183p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Accountability; *Administrator Role; *Catholic Educators; *Catholic Schools; Due Process; Educational Policy; Elementary Secondary Education; Faculty Development; Institutional Advancement; *Personnel Management; *Personnel Policy; Private Education; School Personnel; Teacher Dismissal; Teacher Employment; Teacher Employment Benefits; Teacher Evaluation; Teacher Qualifications; Teacher Responsibility; Teacher Role; Teacher Salaries; Teacher Selection

This handbook provides personnel policy guidance in several areas for administrators of Catholic schools. Chapter 1, "Policies and Practices of Governance and Accountability," by M. Lourdes Sheehan, considers governance under the four typical organizational structures of Catholic schools--parish, interparish, diocesan, and private--and notes that within each structural type individual schools have their own unique characters and exercise considerable autonomy. Chapter 2, "Personnel Selection," by Medard Shea, discusses the characteristics of teachers in Catholic schools and several factors affecting their employment. Chapter 3, "Just Salaries and Benefits," by John J. Augenstein and Mary O'Leary, examines employee salaries, reviewing appropriate processes for setting salaries and suitable elements to be covered in the salary and benefits package. Appendixes to chapter 3 provide sample salary indexes, materials used in merit pay plans, policy on stipends for members of religious communities, leave policies, and a questionnaire used in salary research. Chapter 4, "New Wine in New Wineskins: Challenge to Administrators," by Muriel Young, discusses employment policies covering orientation of personnel, competency standards, evaluaiton, maintenance of records, stipends for services, and transferability of experience and benefits. Chapter 5, "Justice in Teacher Termination," by Mary Ann Corr, focuses on acceptable procedures for teacher dismissal, noting the need for due process, appropriate evaluation, and consideration of tenure. Chapter 6, "In Justice, the Times Demand Development," by Robert Yeager, defines the concept of institutional development and considers the role of the development officer and the scope of the development office's responsibilities, including public relations and recruitment. Chapter 7, "Comprehensive Diocesan Personnel Policies," by Lois King Draina, concludes the book with a practical review of comprehensive personnel policies, their development, their elements, and their advantages. A checklist is provided for analyzing policies to determine whether they are suitable. (PGD)

ED 269 893 EA 018 498

Wright, P.; Valbonesi, P.
Microcomputer Based School Information Management Systems (SIMS) in Alberta Junior and Senior High Schools. Final Report.
Alberta Dept. of Education, Edmonton.
SPONS. AGENCY- Edmonton Public Schools, Alberta.
PUB DATE- 30 Mar 85
NOTE- 283p.; For related documents, see EA 018 497-499.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Managed Instruction; *Computer Software; Databases; Data Processing; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; Information Needs; Information Processing; Information Retrieval; *Management Information Systems; *Microcomputers; *School Administration; Word Processing
IDENTIFIERS- Edmonton Public Schools AB; School Information Management Systems; Student Information and Records System; The School System (Columbia Computing Services)

This report comprises a detailed evaluation of three IBM microcomputer-based school information management systems: Student Information and Records System (SIRS) by Management Information Group, The School System (TSS) by Columbia Computing Services, and Computer Educational Management Accounting System (CEMAS) by Computerlib. These three systems were evaluated against six major factors, each defined by a detailed and comprehensive set of criteria: product scope and function, ease of use, technical considerations, support and services, product qualifications, and vendor. All evaluations were conducted in schools using real and full school data, and all key system capabilities were tested as they related to database creation and maintenance, prescheduling, scheduling, transition to operational status (and semester turnover), attendance recording and reporting, progress recording and reporting, report generation, and utility functions. Each product evaluation describes the testing environment and conditions, lists evaluation results and observations, and summarizes the strengths and weaknesses of the system. Results show that one system, The School System by Columbia Computing Services, can effectively meet the needs of both junior and senior high schools. Six appendixes are included: the general questionnaire from which the criteria were derived, the interview guide and detailed checklist, the detailed scoring comparison form, SIRS user group member list, recent product developments, and a full re-simulation of the relative suitability of the three systems. (TE)

ED 269 923 EC 182 707

Vandiviere, Patricia; And Others
Cross-Program Training: A Pilot Project to Develop a Training Program for Caretakers of Special Needs Children. Evaluation Report. and Cross-Program Training.
Chapel Hill Training-Outreach Project, N.C.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Apr 85
NOTE- 571p.
GRANT- DHHS-90CW0704
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Caregivers; *Disabilities; Elementary Secondary Education; Foster Care; Foster Family; Inservice Teacher Education; Needs Assessment; *Professional Development; Program Development; Program Evaluation; Social Workers; *Training Methods; Workshops

The report presents evaluation data on the Cross-Program Training Project to train foster parents, teachers, and social workers who are jointly responsible for the care of special needs children, especially preschoolers. The project featured five major components: (1) site development, (2) training needs assessment on which to develop programing, (3) pilot training workshops, (4) evaluation, and (5) development of a manual. Results of three evaluation activities (process evaluation during project development and implementation, evaluation of training workshops, and feedback from target group participants) are presented. Results suggest that the concept of cross-program training is viable and useful to local participants. Recommendations for similar efforts are offered, including planning for adequate time to gain the support of administrators and service personnel and basing the training on participants' needs. The bulk of the document is composed of a program manual focusing on seven steps in implementing the approach: contacting key service providers in the community, conducting a needs assessment, designing a training curriculum, introducing the program to the community, recruiting participants, conducting cross-program training events, and evaluating the program. The manual's final section contains descriptions of approximately 50 training activities. (CL)

ED 269 956 EC 182 742

Hubert, Nancy C.; And Others
Socialization Intervention for Multihandicapped Children: Skills Training and Generalization.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Disorders; Case Studies; Elementary Education; *Generalization; *Interpersonal Competence; Intervention; *Multiple Disabilities; Role Playing; Social Development; *Socialization

This multiple case study describes a socialization intervention program for three multiply handicapped 8-13 year-old children that was designed to teach prosocial behavior and promote generalization to non-teaching situations. Behavioral instruction procedures (such as role-play and role-play rehearsal) were used to teach peer social skills and specific procedures (including token reinforcement) were employed to encourage their display in the classroom outside of training sessions. Observational data indicated improvement in several categories of peer social behavior. Behavioral categories indicating social approach and attention from adults decreased while those reflecting social attention from peers and appropriate solitary and peer play increased. Teacher-rated data suggested increased prosocial behavior and decreased behavior problems in the classroom. The project represents a clinical demonstration of procedures that may be useful for facilitating generalization of skills to the natural environment, thereby improving peer interaction patterns. (Author/CL)

ED 269 563 CE 043 786

Wood Technology--Math. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85

NOTE- 72p.; For other guides in this series, see CE 043 781-792. Portions may be marginally legible due to small, light type.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavioral Objectives; Curriculum Development; *Evaluation Criteria; Industrial Arts; Integrated Curriculum; Machine Tools; *Mathematics Skills; Secondary Education; *Trade and Industrial Education; *Woodworking

A curriculum alignment chart is presented that translates mathematics goals/indicators into related vocational skills for the wood technology course in the secondary vocational education curriculum. The chart contains three columns that correlate (1) vocational education performance indicators, (2) vocational education competency and mathematics skill/concept, and (3) relevant mathematics competency indicators. A page that corresponds to the chart provides suggestions for instructing students in the skills listed on the chart and activities that might be appropriate. These activities may be sample test items and/or practical applications of skills learned. (YLB)

ED 269 732 CS 008 426

Pressley, Michael; And Others
Re-examining the "Limitations" of the Mnemonic Keyword Method.
Working Paper No. 329.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 36p.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associative Learning; Higher Education; High Schools; High School Students; *Learning Strategies; *Mnemonics; *Paired Associate Learning; *Reading Research; *Recall (Psychology); Second Language Instruction; Second Language Learning; Teaching Methods; Undergraduate Students; *Vocabulary Development
IDENTIFIERS- *Keyword Method (Language Learning); Keyword Method (Second Language Learning)

A series of four experiments explored a discrepancy in the findings of research regarding the use of the keyword method for learning vocabulary, specifically whether the presentation method (paced vs. unpaced) or the treatment administration (subjects in groups vs. subjects as individuals) determines its effectiveness. Two experiments involved individual college undergraduates whose task was to learn Spanish vocabulary items, while the other two experiments involved small groups of high school students who were to learn lists of low-frequency English nouns. In each of the four experiments, there were two experimenter-paced groups--one instructed to use the keyword method and the other provided with no specific strategy--and two subject-paced groups, also using either the keyword or no specific strategy. The results of these experiments are as follows: (1) under the subjects-as-individuals condition, reliable keyword effects were detected for both paced and unpaced subjects; and (2) under the subjects-in-groups condition, the recall of keyword users was reliably lower than that of the control subjects regardless of presentation method. These results suggest that it is the method-of-treatment administration (individual vs. group) rather than the method-of-item presentation (paced vs. unpaced) that is the reason for the failure of previous research to obtain positive keyword effects. They also suggest a need for investigators to redirect their efforts from studying pacing-interaction limitations to finding a solution to the group-administration difficulties apparent in the earlier research. (LLZ)

ED 269 775 CS 209 729

Nord, David Paul
A Republican Literature: A Study of Magazine Reading and Readers in Late-Eighteenth-Century New York.
PUB DATE- Aug 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Audience Analysis; *Content Analysis; *Eighteenth Century Literature; Journalism; *Periodicals; *Reading Habits; United States Literature
IDENTIFIERS- Journalism History; *New York Magazine or Literary Repository; *Readership Analysis; Subscribers (Magazines)

A study focusing on the history of reading, or the uses of literacy, in the first years of the American republic examined the subscription list and content of "The New York Magazine; or, Literary Repository" for 1790. Data for the study were taken from the magazine's subscription list and from various biographical sources, such as the New York city directories. Contents of the magazine during its first year of publication were also analyzed. Although "The New York Magazine's" content would at first seem to be evidence of a rather elite audience, the subscriber list shows a varied readership. About half of the readers were artisans and shopkeepers. Considered together, the subscriber list and the content of the magazine offer insight into the social function of reading in that era. Magazine reading was closely associated with the values of artisan republicanism. The magazine can be viewed as an arena of popular participation in a formerly elite culture of science and education, arts and letters, virtue and honor, and cultivation and character. Although the content of the magazine was eclectic and seems elitist, its readers were not. The leadership at the time was Republican and "The New York Magazine" was republican literature. (Appendixes containing author's notes and a list of magazine subscribers are included, as are tables of findings.) (DF)

ED 269 662 CG 019 047

Upshur, Carole C.

The Bridge, Inc. Residential Independent Living Project Evaluation. Second Year Follow-Up Report.

Bridge, Inc., Boston, MA.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Feb 86
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). For related document, see CG 019 046.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Problems; *Education; Emotional Problems; *Employment; *Homeless People; Life Style; Locus of Control; *Residential Programs; *Self Esteem
IDENTIFIERS- *Bridge Independent Living Project

The Bridge, Inc.'s Independent Living Demonstration Project, a residential project assisting 16- and 17-year-old runaways and throwaways to live successfully on their own after receiving 6-8 months of project services, served 10 male and 12 female adolescents during its second year of operation. Youth were from high, middle, and lower income families; 50 percent were runaways and 41 percent were throwaways. Over one-third had been physically or sexually abused by their families and another one-third had been neglected. Status of 11 youth who had been out of the project an average of 5.7 months showed that project youth had statistically significantly better records in achieving employment and stable living situations compared to 18 control group youth receiving other types of services. Project youth also had school achievements showing a trend in the direction of significance. Pre-post means on measures of self-concept, locus of control, and a personality profile did not show significant change. A concurrent follow-up of the first year youth who had been out of the project an average of 15.9 months revealed that these youth continued to maintain a strong record of success: 81.8 percent were in stable living situations; 81.8 percent were employed; and 90.9 percent were in school or had graduated from high school. The results suggest that the Bridge, Inc. Residential Independent Living Demonstration Project has shown marked success in assisting runaways and homeless youth to achieve employment, stable living situations, and educational progress. (NB)

ED 269 690 CG 019 076

Hutchinson, Janet
A Comparative Analysis of the Costs of Substitute Care and Family
Based Services. Monograph 2.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Jul 82
NOTE- 13p.; For related document, see CG 019 075.
GRANT- 90CW659/01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Child Welfare; Delivery Systems; Family Problems; *Family Programs; *Foster Care; *Home Programs; Parent Child Relationship; *Program Effectiveness; Program Evaluation; *Social Services

Family based services attempt to maintain and strengthen the client family and prevent family dissolution and the placement of a child or several children in substitute care. This study compared programs that serve children and their families in their home. Variances in program costs were attributed to differences in number of casework hours per family, staffing patterns, salary differentials, accounting, and collection methods. All programs reported significant results in preventing substitute care placements for the children of families served. While family based prevention services are more labor intensive, substitute care costs are more substantial. In a second study, a state social service division was prospectively analyzed to project expenditures and cost savings for family based services and substitute care. Family based services were expected to prevent placement of 60 percent of the children with a net cost savings for the social services department. (ABL)

ED 269 704 CG 019 091

Retsinas, Joan; Garrity, Patricia
Going Home: The Derailment of Nursing Home Residents.
PUB DATE- Nov 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related document, see CG 019 092. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Daily Living Skills; *Deinstitutionalization (of Disabled); Family Role; Individual Characteristics; *Institutional Environment; Institutionalized Persons; *Nursing Homes; *Older Adults; Physical Health; *Prognostic Tests; Well Being

A nursing home has three discharge tracks, determined at admission and reviewed periodically along with treatment plans. Advised by the admitting physicians, the nursing home social worker assesses each resident's discharge prognosis: (1) a discharge plan is in effect; (2) discharge is problematic; or (3) no discharge is planned. A substantial amount of the literature in the field portrays the nursing home experience as iatrogenic. A study was undertaken to determine the extent to which one nursing home's residents who were admitted with plans for discharge did not return home and to examine the resons for those patients' derailment. A 160-bed Rhode Island nursing home's case records for 1978-84 were examined. The results revealed that, of 419 residents, 79 were expected to return to the community. Only 13 of those 79 did not return home. Content analysis of those 13 residents' histories showed that two chose to remain in the nursing home, four had families who declined to fill caregiver roles, and two quickly deteriorated. Even the histories of the five who generally lost the ability to function independently did not suggest that institutional life was to blame. Their initial discharge plans may have been unduly optimistic. This research suggests that nursing home life does not prove iatrogenic for persons admitted with a positive prognosis. A four-page list of references concludes the document. (Author/NB)

ED 269 790 CS 209 756

Pasternack, Steve
Headlines in Newspapers and Libel Law: A Need to Reconsider the Traditional Approach?
PUB DATE- Aug 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Court Litigation; *Headlines; Higher Education; Journalism; Layout (Publications); *Newspapers; News Reporting; *News Writing; *Reader Response
IDENTIFIERS- *Libel; Typography

Noting that the impressions left by the large, bold type of newspaper headlines have frequently resulted in libel suits, a study explored the individual and interactive roles played by defamatory headlines and news articles in a reader's perception of the contents. Four separate versions of a news article and its headline were prepared by the researcher. Subjects, 40 students from an undergraduate biology course at New Mexico State University, were randomly divided into four groups. Each group was then given one of four versions of a news article and headline prepared by the researcher. Each member of the group read the article and completed a questionnaire. The results indicated that a headline that identifies someone and falsely defames that person could cause more damage than a libelous article. These results suggest that courts should be aware of the fact that a medium-sized headline can significantly damage a reputation, regardless of what the article states. Therefore, the current trend of examining the accompanying article to such a headline in order to determine libel must be reevaluated. (DF)

Guimary, Donald L.
Non-Whites in California Newsrooms: A Study of Hiring Patterns of Selected Newspapers.
PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Practices; *Journalism; *Minority Groups; *Newspapers; News Reporting; Occupational Surveys; *Personnel Integration; *Population Distribution
IDENTIFIERS- American Society of Newspaper Editors; California; *Journalism Research

Prompted by a report of the American Society of Newspaper Editors (ASNE), which noted a correlation between regional minority population and newsroom employment, a study investigated the hiring patterns of 24 small and medium-sized California dailies. California was chosen because it has one of the highest non-white populations in the nation (about 25% of the state's 26 million). Newspaper editors, publishers, and personnel officers were asked about the number and percentages of non-whites working in professional news gathering, editing, or management positions. The data indicated the percentage of non-whites holding professional positions on medium-sized and small dailies in California is considerably higher than the national average of 5.6 %. For six of the medium-sized papers, the percentage was 12%. However, for 18 small newspapers, the percentage was 4.9%. For both groups, the average was 8.4%. For metropolitan dailies in the state, the figure was 12.7%. The statewide average, including small, medium, and metropolitan dailies, was 9.8%, still higher than the national figure. (Tables of data are included.) (HOD)

ED 269 820 CS 505 277

Wolff, Leanne O.
Interpersonal Communication in the Undergraduate Core.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cognitive Development; College Seniors; Communication Skills; Core Curriculum; Course Content; Course Descriptions; Curriculum Development; *Interpersonal Communication; *Interpersonal Competence; *Interpersonal Relationship; Maturity (Individuals); Research Skills; *Speech Communication; *Speech Curriculum
IDENTIFIERS- College Juniors

The interpersonal communication course at an Ohio college is based on several assumptions about the nature of interpersonal communication. First, the course should emphasize both the ability to demonstrate knowledge of the communicative behavior appropriate in a given situation (cognitive domain) and the performance necessary for communication (skill domain). Second, interpersonal communication is complex and situational. Each member of a given interaction brings a heavy load of baggage, including old and new attitudes, values, and past experiences. Since the situation, organization, and culture also add to the complexity of interpersonal interchange, an interpersonal course should assist students in understanding that complexity. Third, research on cognitive development suggests that understanding the situational nature of interpersonal communication and determining the best communication strategy are probably beyond the maturation level of most freshmen and sophomores. As a result, the interpersonal course is best offered as an upper level course that provides an excellent vehicle for introducing social science methodology to upperclass students who are capable of critically evaluating the literature and conducting field studies. Although teaching a central element such as interpersonal communication to upperclass students may be questioned by many, it is too important to be diluted for the entering student. (A course syllabus is included.) (HOD)

ED 269 879 EA 018 482

An Assessment of the Need for Funding to Provide Facilities for the Unhoused School Population Anticipated between 1986 and 1991. Report No. D86-1.

California State Dept. of Finance, Sacramento.

PUB DATE- Feb 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construction Costs; *Construction Needs; *Educational Facilities; Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; Enrollment Trends; *Facility Requirements; Needs Assessment; Questionnaires; School Construction; School Expansion; State Surveys
IDENTIFIERS- California

New schools will have to be built and existing facilities rehabilitated to house California's growing enrollment. The state conducted a study to determine the need for funding to meet this new demand. Questionnaires were sent to each of the state's 1,029 school districts and 58 county offices of education. Offices responsible for over 85 percent of the projected 1990-91 enrollment responded. Half of the reporting districts indicated that they would need additional facilities. Postsurvey interviews with district officials led to both upward and downward revisions of reported estimates. The revised estimate for new construction was set at $2.8 billion. The survey also revealed a need for current facility rehabilitation costing up to $1.9 billion and a need for new facilities for special day classes valued at $228 million. The report briefly reviews enrollment pressures and the state role in funding, discusses the methodology of the survey, and analyzes the survey findings and adjustments to the findings. The report recommends that all parties involved in school construction efforts consider several factors during the planning process, including keeping some relocatable facilities, using standard designs, seeking local matching funds, and establishing standards for usable space. The survey questionnaire is appended. (PGD)

ED 269 564 CE 043 787

Construction--Science. Haywood County's Vocational-Math-Science Curriculum Alignment Project.

Haywood County Consolidated Schools, Waynesville, N.C.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85

NOTE- 32p.; For other manuals in this series, see CE 043 781-792.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Articulation (Education); Behavioral Objectives; *Building Trades; Competency Based Education; *Construction (Process); Coordination; Course Content; *Fused Curriculum; Learning Activities; Program Content; Relevance (Education); Science Curriculum; *Science Education; Secondary School Science; Statewide Planning; *Vocational Education

IDENTIFIERS- *North Carolina

This guide is intended to assist vocational educators teaching a course in construction to relate the skills addressed in science courses to a particular vocational education course. The guide consists of a curriculum alignment chart that cross-references vocational performance indicators to science skills/competencies. The science competency indicators presented for each vocational education performance indicator are broken down according to science course and grade level. Selected teacher helps, including student exercises, suggested learning activities, and listings of recommended instructional materials, are also provided for each performance indicator listed in the curriculum alignment chart. (MN)

ED 269 633 CE 044 481

Davis-Newton, Hazel C.
The Impact of Enrichment Activities upon the Self-Concept of Secondary Cooperative Office Education Students.
Louisiana State Univ., Baton Rouge.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 86
NOTE- 34p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Comparative Analysis; Conflict Resolution; *Cooperative Education; Coping; *Enrichment Activities; Human Relations; Motivation; *Office Occupations Education; *Outcomes of Education; Physical Fitness; Secondary Education; *Secondary School Students; *Self Concept; Self Evaluation (Individuals); Stress Management; Time Management
IDENTIFIERS- Impact Studies; Louisiana

A study examined the effect of a series of enrichment activities on the self-concept of 34 cooperative office education students in the East Baton Rouge School Parish (Louisiana). The students participated in an enrichment program consisting of 10 55-minute class periods of instruction in human relations and communication skills, ways of coping with stress and conflict, time management, physical fitness, success in the business environment, and motivation. A diagnostic tool called Personal Profile System was used to assess the self-concept of the 34 students. Next, the Tennessee Self-Concept Scale was used to compare the self-concept of the students in the treatment group with that of cooperative office education students in a control group. Although there were no statistically significant differences between the treatment and control groups, students in the treatment group liked the enrichment activities and found them to be useful self-assessment tools. The fact that the materials helped the students view themselves critically, identify their weaknesses, and formulate plans for improvement might explain why their self-concept scores did not increase between the pre- and posttests. (Appendixes to this report include discussions of the Personal Profile Instrument and Tennessee Self-Concept Scale and an analysis of the study's covariance source tables.) (MN)

ED 269 648 CG 018 759

Hernandez-Henderson, Priscilla; And Others
Psychological Assessment and Counseling Intervention Strategies for the Unemployed.
PUB DATE- Apr 85
NOTE- 6p.; Funded by the City of Long Beach.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; *Counselor Role; Employment Patterns; *Employment Problems; *Employment Services; *Job Applicants; Job Search Methods; Psychological Evaluation; *Psychological Needs; *Unemployment

Although the need for psychological counseling for the unemployed has been recognized, the development of specific counseling strategies for this population has not been systematically addressed. The need for specific counseling intervention strategies for the recently and chronically unemployed was examined in a study of 25 recently unemployed and 19 chronically unemployed workers. Subjects completed the Tennessee Self-Concept Scale, the Beck Depression Inventory (BDI), and a personal inventory which contained items on personal issues, primary relationship and family change, and perceived causes of unemployment and job needs. Highly distressed subjects were also administered the Minnesota Multiphasic Personality Inventory. The results revealed that 22 subjects were rated to be chronically unhealthy psychologically, 9 subjects showed signs of psychological difficulties due to temporary stress, and 13 subjects were rated as psychologically healthy. The chronically unemployed subjects were found to exhibit significantly higher rates of psychological disturbance than the recently unemployed subjects. There were no significant differences between recently and chronically unemployed subjects on BDI scores, certain scores on the Tennessee Self-Concept Scale, or in Internal/External scores or requests for counseling from the personal inventory. Several implications can be drawn from these results, among them that global psychological assessment was highly reliable while individual psychological instruments were not. (ND)

ED 269 718 CS 008 373

Bartelo, Dennise M.; Wheeler, Thomas S.
Story-time Connections: A Cognitive Map of Communication Processes.
PUB DATE- 85
NOTE- 26p.; Parts may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Elementary Education; *Language Acquisition; *Language Processing; *Reading Aloud to Others; Reading Processes; Story Grammar; *Story Reading; *Story Telling; Teacher Student Relationship; Verbal Development; Writing Processes
IDENTIFIERS- Story Structure

The nature of children's communication processes of listening, speaking, reading, and drawing/writing that occur during story time is explored in this paper, which describes story time as a literacy event. The framework that children develop during story-time can serve as a vehicle for language arts instruction. In helping children cultivate literacy skills, teachers must provide opportunities for children to make use of all available possibilities for communication. Stories should not merely represent a literary experience but should also be an interactive experience between the child, teacher, and text. The story-time experience shows the child as a "meaning-seeker," and this search for meaning in language must be enhanced if language is to be experienced as a natural, meaningful, and whole entity. A four-page bibliography concludes the report. (DF)

ED 269 761 CS 209 674

Thomas, Dene Kay
A Transition from Speaking to Writing: Small-Group Writing Conferences.
PUB DATE- 23 Feb 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Communication Skills; *Group Dynamics; Higher Education; *Speech Communication; Verbal Communication; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Speaking Writing Relationship

A study analyzed the interaction of one freshman composition teacher and four students who met for a series of six conferences during a freshman composition course. The conferences, which were taped and transcribed, provide evidence of the benefits of the conference method of teaching composition. Analysis of the data included identifying the processes of small group interaction, noting parallels between the group process and the writing process, and formulating an audience acquisition model that illustrates important components of students' writing development. Results of the analysis indicated that discussion focused on writing helps students make the transition from being speakers who are conversationally oriented to being writers who are aware of how other minds perceive the world and who can adapt their writing to the needs of an imagined audience. A 3-page reference list is included. (DF)

ED 269 835 EA 017 499

Willower, Donald J.

Marxian Critical Theory and Educational Administration: A Criticism.

PUB DATE- 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Educational Administration; Educational Philosophy; *Epistemology; Inferences; *Marxian Analysis; *Marxism; *Philosophy; Politics of Education
IDENTIFIERS- Frankfurt School

The critical examination of society's circumstances, institutions, and cultural predispositions and values can help detect problems and injustices and can suggest opportunities for improvement. Neo-Marxist critical theorists of the Frankfurt school are committed to work of this kind, but their perspective is informed by Marxian precepts, and their effort is to render Marx in modern terms consistent with what they see as the spirit of Marxism, rather than to engage in an open-minded and critical inquiry into prevailing social values. This paper begins with a critical examination of the assumptions and conclusions drawn by these theorists, who have taken on the task of explaining why history has failed to unfold according to Marx's prophecies of inevitable class conflict in western capitalist nations. It is argued that Marxist "dialectical method" consists ultimately of the application of a point of view that is assumed rather than tested, which can only yield conclusions that are based on ideology rather than on inquiry. The second part of the paper explores the viewpoints of Marxist critical theorists with respect to educational administration. In contrast to the critical theorists, the author contends that educational administration requires an ethical perspective that emphasize the use of reflective methods to make concrete moral choices. (TE)

ED 269 850 EA 018 386

Planning and Designing School Computer Facilities. Interim Report.
Alberta Dept. of Education, Edmonton. Finance and Administration Div.

PUB DATE- Nov 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Design; *Computers; Design Requirements; Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; Laboratories; School Space
IDENTIFIERS- Alberta

This publication provides suggestions and considerations that may be useful for school jurisdictions developing facilities for computers in schools. An interim report for both use and review, it is intended to assist school system planners in clarifying the specifications needed by the architects, other design consultants, and purchasers involved. The document's first section introduces its purpose and scope and notes that research relating directly to school computer facility design has been limited and that little hard information is available to guide planners. The second section emphasizes planning considerations, discussing the four phases of the planning process, the elements of needs assessment, effective locations for computers under different conditions, protection of the equipment from fine and other hazards, the health and safety of facility users, the importance of designing with particular equipment in mind, operation and maintenance factors, and budget considerations. The third section focuses on design requirements and criteria relating to individual workstation configurations and measurements, laboratory configurations, and architectural, electrical, and mechanical design criteria. Drawings and tables support the text. (PGD)

ED 269 907 EC 182 391

Rettig, Michael

Personal Perspectives on the Importance of the Response.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computers; *Computer Software; *Disabilities; Electromechanical Aids; *Microcomputers; Preschool Education
IDENTIFIERS- *Response Patterns

The paper examines the way preschool children with handicaps interact with and make their response to computer programs, suggesting that the most important factor ensuring successful computer use is finding the most appropriate method of computer access. Difficulties with software programs are noted, including problems with scanning. It is suggested that some children do not possess the required ability to make one-to-one correspondence. In addition, the variety of software programs call for generalization, a skill lacking in many young handicapped children. Difficulties in hardware configurations are also reviewed. Possible adaptations, such as keyboard overlays and expanded keyboards, are considered. Adaptations to paddles and joysticks are described. The potential use of touch screens as response modes is emphasized, as in the need for determining a child's ability to access the computer system. (CL)

ED 269 940 EC 182 725

Blenkhorn, Paul; And Others

Computer Assisted Learning for the V.H. Information Sheets, Nos. 1-6, November 1983-August 1985.

Birmingham Univ. (England). Research Centre for the Education of the Visually Handicapped.

PUB DATE- 85
NOTE- 62p.; Print is light and broken. For related document, see EC 182 726.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blindness; Braille; Communication Aids (for Disabled); *Computer Assisted Instruction; Computers; *Computer Software; Electromechanical Aids; Elementary Secondary Education; Equipment; Foreign Countries; *Visual Impairments
IDENTIFIERS- England; Microwriter; Vesabraille

Information sheets on resources, assistance, software, and hardware for visually handicapped (VH) students in England are collected in this document. The first information sheet, "Getting Help--What, Where, and Who," lists general sources of assistance, equipment, and books. The second information sheet, "Computer Hardware Used in the Education of the Visually Handicapped," details the requirements for a computer system, including monitors, tape and disc systems, and printers. Information sheet 3, "Some Guidelines for Managing the Micro in School," discusses hardware and software management, and the fourth information sheet, "Computer Braille Code," describes computer devices that use Braille. Information sheet 5, "Versabraille," provides an overview of one such device and its use in education. The final information sheet, "Microwriter," considers potential applications of the microcomputer to the education of the visually impaired. (RB)

ED 269 957 EC 182 743

Bentley, Cynthia K.
Career Interest Inventories and the Special-Needs Secondary Student.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Development; *Career Exploration; *Disabilities; High Schools; *Interest Inventories; Testing; Test Interpretation; *Test Use; Vocational Education; *Vocational Interests

The article reviews concerns related to the selection and administration of career interest inventories for handicapped secondary students, discusses utilization of the results within an educational setting and considers the importance of cooperative efforts. Useful instruments for students in grades 9-12 are listed and administration procedures and their possible modification are reviewed. A review of literature pertaining to the selection of an interest inventory for use with special-needs students and cautions regarding the use of such inventories are included. Five types of information from career interest inventories are identified: job titles, career clusters, preferences for work factors, personality types, and needs. Classroom activities designed to enhance career development exploration, and orientation based on interest inventory results are described. It is concluded that the career interest inventory used judiciously, can be a useful tool in exploring interests and possible vocations for the secondary school student. (Author/CL)

DOCUMENT RESUME

ED 269 958 EC 182 744

Bakley, Sue

But I Wasn't Trained for This: A Manual for Working with Mothers Who Are Retarded.

San Diego State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 86
NOTE- 39p.
GRANT- G008302287
AVAILABLE FROM- Project IINTACT, 6505 Alvarado Rd., Suite 208, San Diego, CA 92182 ($5.00 per copy, make check payable to SDSU Foundation).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; Child Rearing; *Mental Retardation; *Mothers; Parent Child Relationship; *Parenthood Education; *Parenting Skills
IDENTIFIERS- *Disabled Parents

The manual, an outcome of Project IINTACT, a model demonstration project, is designed to help prepare retarded mothers for parenthood. Introductory material addresses specific child-rearing problems for this population and discusses techniques for successful communication with the retarded mother. Solutions are offered to 22 problems, including failure to follow through on suggested activities, limited mother-child interactions, long- and short-term memory problems, difficulties following directions, lack of generalization, misinterpretation of the baby's cries or vocalizations, inability to read, rough handling, and lack of understanding of the child's emerging independence. Problems in daily living (i.e., instability, isolation, poor home and money management) are also considered. (CL)

DOCUMENT RESUME

ED 269 973 FL 015 712

Ringbom, Hakan
On the Distinction between Second-Language Acquisition and Foreign-Language Learning.
PUB DATE- 80
NOTE- 10p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708. Table 1 is incomplete; Table 2 contains small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cultural Context; *Educational Environment; *Individual Differences; Language Acquisition; Language Skills; *Learning Processes; *Second Language Learning; Teacher Role; Time Factors (Learning)

A distinction is made today between second-language acquisition and foreign-language learning based on the individual's internal processes of learning and the degree of consciousness brought to the learning task. In a second-language acquisition situation, the language is spoken in the immediate environment of the learner, who has good opportunities to use the language by participating in natural communication situations. In a foreign-language learning situation, the language is not spoken in the learner's immediate environment, although mass media may provide opportunities for practicing receptive skills. The learner has little or no opportunity to use the language in natural communication situations. Other, more specific situational distinctions are based on the time spent on language learning, the quality and structure of the input, the teacher's role, lack of teacher, and the kind of skills developed. Individual learner differences contributing to the distinction include motivation, activity/passivity, the experience of "language shock," social and affective factors, age, native language background, the learning processes used, monitoring, the linguistic results, learning ability, and communicative strategies. Foreign-language teaching can gain from an understanding of the role of both individual learner characteristics and situational differences related to the two distinct language learning processes. (MSE)

DOCUMENT RESUME

ED 269 987 FL 015 728

Grenoble, Lenore
Repetition, Pragmatics and Aspect.
PUB DATE- 85
NOTE- 20p.; Research funded by grants from the International Research and Exchanges Board and from the Fulbright-Hays Foundation. Paper presented at the Annual Meeting of the American Association of Teachers of Slavic and East European Languages (Chicago, IL, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; *Grammatical Acceptability; Language Research; *Language Usage; Pragmatics; *Russian; Time; *Verbs
IDENTIFIERS- *Aspect (Verbs)

This study of the choice of verbs of motion by native speakers of Russian focused on four factors: quantifiers, sequencing, singularization, and progressive meaning with explicit reference to emotional state. Eight native speakers of Russian were asked to rate the grammatical acceptability of certain verbs in specific texts in which repeated motion toward a single, identified goal was clearly indicated. They were asked to choose whether the indeterminate or the determinate verb of motion was acceptable in the given context. In addition to repetition, the factors involved in the selection of an indeterminate verb to denote repeated motion events include numerical and adverbial quantifiers, and sequencing (overlapping or non-overlapping events). Singularization (e.g., "each time") in the text favors the determinate verb of motion as does the expression of progressive meaning with explicit reference to the emotional state of the "figure," that is, the object in motion. The discussion leads to two conclusions: first, determinate verbs are sensitive to the semantic/syntactic factors of overlapping/non-overlapping sequencing, processual meaning, and singularization, predictable by the relationship of these verbs to the temporal parameter; and secondly, speaker choice plays a large and somewhat complicated part in verb selection. The texts used are in both Russian and English. (MSE)

DOCUMENT RESUME

ED 270 001 HE 019 178

Kennedy, Donald
"Can We Help?" Public Service and the Young.
PUB DATE- 12 Mar 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Citizen Participation; *College Students; *Economic Factors; Experiential Learning; Higher Education; Leadership Responsibility; *Political Influences; *Public Policy; *Public Service; *Social Responsibility; Student Volunteers; Values

Economic and social factors that affect young people's sense of obligation for community service are identified, along with the influence schools and government can exert on students. The recent management of the American political economy has given young people concern for their own survival. College students who will graduate during the 1980s will not have access to the economic advantages afforded their parents. Some evidence indicates that college students today are more oriented toward self-interest and their own financial well-being than previous generations. Students may be responding to the messages they receive from political trends, including the reduction of support for education and the facts that scholarship aid to students is means-tested but Social Security and Medicare are not. However, despite these discouragements, students still have a sense of social responsibility. At Stanford University, a public service center coordinates internship and fellowship programs, a public policy forum, and career advising. A consortium of institutions, the Project for Public Community Service, helps promote service to others and develops networks to match student interns and volunteers to local and regional needs. At the national level, policy reforms need to recognize the importance of social investment in the young. (SW)

DOCUMENT RESUME

ED 270 015 HE 019 328

Brunetti, Gerald; Rasmussen, Kathy

Cross-School Observation and Other Dimensions of a School-College Partnership: Some Preliminary Findings.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Apr 86

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classes (Groups of Students); Classroom Communication; *College School Cooperation; Cooperative Programs; Educational Cooperation; Higher Education; High Schools; *Inservice Teacher Education; Institutional Cooperation; *Observation; Program Development; Program Implementation; *Schools of Education; *Secondary School Teachers; Student Behavior; Teacher Behavior

IDENTIFIERS- Amador Valley Joint Union School District CA; California; Saint Marys College CA; San Ramon Valley United School District CA

Cross-school observation, which is part of a joint project involving a college education department and two large suburban high schools, is described. The Collaborative Project for School Improvement (CPSI) involves a joint steering committee and joint inservice sessions, as well as shared resources and a student teaching center. Program planning and implementation and outcomes of cross-school observation are considered. Visits by small groups of teachers to the cooperating school were helpful in launching the project. An important factor in the implementation phase was having someone coordinate the arrangements, such as scheduling observations and arranging for substitute teachers. Participating teachers' reactions to the project, which were elicited through interviews, are summarized. Also discussed are other CPSI components: the steering committee, school development seminars, and joint department meetings. New roles for teachers that have arisen out of the program are also considered, including working on the steering committee and serving as on-site student teacher supervisors. The next steps for continued improvement of a program of professional self-renewal are also addressed. The participating schools, all in California, are: Saint Mary's College in Moraga; California High School in San Ramon Valley; and Foothill High School in Alameda County. (SW)

DOCUMENT RESUME

ED 270 028 HE 019 342

Zammuto, Raymond F.
Geographic Proximity and Enrollment Competition.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 98p.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Community Colleges; *Competition; *Distance; *Geographic Location; Geographic Regions; *Higher Education; Institutional Characteristics; Private Colleges; *School Location; School Size; State Colleges; *Student Recruitment

The use of a measure of geographic proximity to help explain enrollment competition among postsecondary institutions was investigated. The measure, the number of miles between institutions, was obtained by determining the longitude and latitude coordinates for about 99% of the schools in the Higher Education General Information System universe. Differences in the average distance between a focal institution and its competitors were examined based on variations in institutional characteristics (e.g., control, enrollment size, selectivity, type, program emphasis, and region). The names of competing institutions were obtained from responses to a previous study of colleges and universities. Findings support the view that enrollment competition is primarily a local affair and that enrollment markets are highly segmented geographically. Private institutions had the greatest average distance followed by religious institutions. Additional findings concerning distance and the variables of control, size, selectivity, program emphasis, and region are presented and tabulated. A 74-page alphabetical list of higher education institutions by state provides the following information for each school: FICE code, county, and latitude and longitude coordinates. (SW)

DOCUMENT RESUME

ED 270 042 HE 019 356

Johnston, Jerome
Information Literacy: Academic Skills for a New Age.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *College Faculty; *College Students; *Computer Literacy; Computer Oriented Programs; Computer Software; Databases; Higher Education; *Information Systems; Microcomputers; *Online Searching; Skill Development; *Word Processing

Changes that computer technology has brought about in higher education and skills needed by faculty and students are discussed. Computer/information literacy is important in higher education and in graduates' work after college. Tools introduced by technology include: microcomputers connected to the university's central computer, electronic mail systems for exchange of messages, electronic files for storing and sharing information, an electronic forum by which a group of people interact on topics of mutual interest, obtaining information from databases on educational literature, text sharing, word processing software that is useful in writing, and spreadsheets for doing budgets. To take advantage of information technology, the user needs to find and manipulate the text of others through computer searching and retrieval. Mastering the rules of a particular machine and using the computer to scan a text are important skills. Efficient word processing is addressed briefly, along with a variation on word processing called outline processors or idea organizers. The use of electronic text raises the following issues for college administrators and faculty: costs; teaching skills in information-handling; and research on usage patterns, implementation, impacts on academic products, and psychological and social consequences. (SW)

DOCUMENT RESUME

ED 270 056 HE 019 371

Krakower, Jack Y.

Assessing Organizational Effectiveness: Considerations and Procedures.

National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 161p.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Environment; *Evaluation Criteria; *Evaluation Methods; *Institutional Characteristics; Objectives; Organizational Climate; *Organizational Effectiveness; Postsecondary Education

The dimensions of effectiveness pertinent to postsecondary institutions are discussed, along with approaches for assessing effectiveness. A paradigm of effectiveness is presented, based on six concerns: whose perspective is taken; assessment criteria, the referent for judging effectiveness, level and unit of analysis, time frame, and types and sources of data. The effectiveness framework incorporates criteria concerning: goal achievement, managerial functions, organizational climate, and environmental adaptation. Criteria for goal achievement outcomes concern: economics; human characteristics; knowledge, technology, and art form; and resource and service provision. Managerial process criteria concern: planning, organizing, directing, control, and staffing. Organizational climate criteria include the categories of autonomy, structure, reward orientation, educational climate, and socialization and motivation, while environmental adaptation criteria include the categories of efficiency, productivity, and bargaining position. Included is a compendium of measures, which identifies indicators and measures to assess effectiveness for each criteria, which is referenced by codes. A total of 410 indicators are covered. An eight-page bibliography and information on the competing values approach of assessing effectiveness models and criteria are appended. (SW)

DOCUMENT RESUME

ED 270 070 HE 019 388

Glenny, Lyman A.
State Coordination of Higher Education: The Modern Concept.
State Higher Education Executive Officers Association.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 85
NOTE- 27p.
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Board of Education Role; *Budgeting; College Planning; *Coordination; Educational Cooperation; Governance; *Higher Education; *Program Evaluation; Public Policy; State Agencies; *State Boards of Education; *Statewide Planning

Coordination of higher education as practiced in three similar organizational forms is assessed: the statewide governing board, the regulatory coordinating board, and the advisory board. Attention is directed to why coordination is important, criticism of coordination, kinds of organizations used, the accomplishments and weaknesses of the agencies, and pending issues for coordination. Two broad categories of agencies are common: a single statewide governing board for all public colleges and universities (eliminating all the individual institutional boards); and a coordinating board juxtaposed between the governor/legislature and the institutional governing boards that embraces all of higher education, public and private. Both categories of agencies are headed by boards consisting primarily or exclusively of lay persons appointed by the governor for overlapping terms. The strengths of state coordination for the following major functions are addressed: planning, budgeting, program review, and policy analysis. Issues for the 1980s and beyond are considered, including attracting the most able to the teaching profession, competition for students and funds between public and private institutions, and the consequences of the popularity of large public research universities. (SW)

DOCUMENT RESUME

ED 270 083 IR 012 096

Osborne, Wilma M.
Executive Guide to Software Maintenance. Reports on Computer Science and Technology.
National Bureau of Standards (DOC), Washington, D.C.
REPORT NO.- NBS-SP-500-130
PUB DATE- Oct 85
NOTE- 33p.; For related documents, see IR 012 097-098.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Software; Cost Effectiveness; *Maintenance; Microcomputers; Programing; Quality Control
IDENTIFIERS- Adaptive Evaluation Structure; *Software Design; Software Evaluation; Software Maintenance; *Software Testing

This guide is designed for federal executives and managers who have a responsibility for the planning and management of software projects and for federal staff members who are affected by, or involved in, making software changes, and who need to be aware of steps that can reduce both the difficulty and cost of software maintenance. Organized in a question and answer format, the guide provides answers to 64 questions that address: (1) the feasibility and applicability of software reuse; (2) the development of maintainable software; (3) the improvement of existing software; (4) achieving programmer and software productivity; (5) the three key attributes of maintainable software--correctness, understandability, and reliability; and (6) software configuration management (SCM), including software tools that can aid in making existing code more maintainable. Also included are a list of supporting ICST (Institute for Computer Sciences and Technology) documents and eight suggested additional readings. (JB)

DOCUMENT RESUME

ED 270 097 IR 012 115

Gerlach, Vernon S.; Cooper, Mary E.
A Model for the Development of Computer Instructional Specifications.
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Computer Assisted Instruction; Feedback; *Instructional Development; Learning Strategies; *Models; Teaching Methods
IDENTIFIERS- Entry Behavior

The development of computer-based instruction will be greatly facilitated by the use of an effective and efficient design model. Five components of such a model are: (1) the objective; (2) the content; (3) the questions; (4) the boundaries; and (5) the entry skills. A good objective describes either something observable that learners do, the conditions under which they do it, and the standard of an acceptable performance; or an observable product that learners produce, the conditions under which they produce it, and the standards of an acceptable product. The content may take many forms--definition, description, generalization, principle, rules, and others. Learner processes will vary according to the content type, i.e., a rule-using task requires the learner to state the rule and then to apply it to a previously unencountered example of the class of problems for which the rule is intended. The questions enable the student to interact with the content and they test the student's mastery of the objective. Questions may be stated in interrogative (Which one is green?) or imperative form (Write the sum of three numbers), and three kinds of feedback can be provided: knowledge of results (KR), knowledge of correct results (KCR), or KCR with advancement to next problem or question. The boundaries define the area the objective covers; one part of that area is the domain (stimulus or display), the other is the range (answers to the questions). Entry behaviors are stated for two reasons: to ensure that nothing is omitted and that there are no overlaps between old knowledge and new instruction, and to weed out students who lack prerequisite skills. Examples are provided for each of the five model components. (JB)

DOCUMENT RESUME

ED 270 111 IR 051 526

Moore, Nick
Guidelines for Conducting Information Manpower Surveys. Volume I. The Manual; Volume II. Questionnaires and Accompanying Documents.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/3
PUB DATE- 86
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Developing Nations; *Employment Projections; Guidelines; *Labor Force; *Library Administration; *Library Personnel; Library Planning; Personnel Management; *Personnel Needs; Surveys; Work Environment
IDENTIFIERS- *Information Sector

Designed to provide the information and guidance required to establish and operate a workforce planning system for the library, archive, and information sector in developing countries, this manual shows how to collect, analyze, and understand information about the current state of the workforce, about its development, and about the likely future balance between the demand for and the supply of staff. The first of eight sections explores the context within which workforce planning takes place. The second section describes the elements that make up the workforce and the principles that must be taken into account in the production of forecasts and plans. Sections 3 through 6 provide guidelines for data collection; data analysis; the presentation and interpretation of results; and developing a workforce planning system. Case studies of surveys in the Caribbean areas and Botswana and a glossary are presented in sections 7 and 8. A second volume contains all the materials to be used when conducting a survey, including drafts of covering letters and reminder letters, notes and definitions, questionnaires, and summary sheets for compiling survey data. (THC)

DOCUMENT RESUME

ED 270 125 IR 051 540

Censorship Activities in Public and Public School Libraries, 1975-1985. A Report to the Senate Subcommittee on Appropriations for the Departments of Labor, Health and Human Services, and Education and Related Agencies.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- Mar 86
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *Censorship; Court Litigation; Educational Environment; Elementary Secondary Education; Government Publications; Hearings; *Intellectual Freedom; *Public Libraries; *School Libraries
IDENTIFIERS- *Congress 98th

Acting on a general perception that attempts to remove, restrict, or alter materials found in public and public school libraries have increased during the past decade, the Senate Committee on Appropriations for the Departments of Labor, Health and Human Services, and Education and related agencies directed the National Commission on Libraries and Information Science (NCLIS) to conduct a study to determine the extent of censorship in American public and school libraries over the past decade and to assess how society is responding to it. This report provides an analysis and summary of existing publicly available data; no new survey was undertaken due to time and fiscal constraints. An executive summary is followed by the full report, which is divided into three sections. Section 1, the introduction, includes the charge to NCIIS, a glossary of terms related to censorship, and the methodology used in the study. Section 2 describes censorship activities in public and school libraries from 1975 to 1985, and provides a summary and analysis of the data, as well as a summary of 11 significant court decisions involving public school library censorship cases. Section 3 presents the findings and conclusions. A list of challenged materials and an annotated selected bibliography of 96 works related to censorship in public and public school libraries conclude the study. (THC)

DOCUMENT RESUME

ED 270 138 JC 860 270

Deegan, William L.
Should Your College Start a Center for the Delivery of Contract Training Programs? ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 6p.
CONTRACT- 400-83-0039
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Development; *Economic Development; *Job Training; Labor Education; *School Business Relationship; *Trade and Industrial Education; Two Year Colleges; Vocational Education; *Vocational Training Centers
IDENTIFIERS- *Contract Training Centers; ERIC Digests

Community colleges have been at the forefront in providing contract training programs for clients such as businesses, health care organizations, and government agencies. Many state governments are beginning to provide resources for these programs as an incentive to attract or retain business and industry. One of the consequences of the demand for and growth of contract training programs has been a heightened interest in creating special centers to market and deliver these programs. The advantages of creating separate centers include the enhanced image and public relations value of having a specialized organizational unit; their income-generating potential; and the provision of new opportunities for faculty to broaden their experience. Unfortunately, the rapid growth of contract training centers may also lead to some significant problems (e.g., lack of instructors qualified to competently and professionally represent the college, inability of the college to provide materials and facilities that meet corporate expectations, and staff resistance). To maximize benefits and minimize problems, institutions interested in establishing such centers should consider the following issues: (1) college staff must carefully analyze the role and goals of a center for contract training; (2) there is a need to develop separate advisory structures for representatives from businesses and the college; (3) center staff should have a strong business background; and (4) the college needs to develop policies regarding center profits and retained earnings. (RO)

DOCUMENT RESUME

ED 270 151 JC 860 287

Feldman, Marvin
Minority Enrollment at the Fashion Institute of Technology.
PUB DATE- 2 May 86
NOTE- 10p.; Remarks delivered at the Chancellors Forum (Cooperstown, NY, May 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Affirmative Action; Black Students; College Admission; Equal Education; Job Placement; *Minority Groups; Recruitment; School Holding Power; Student Personnel Services; *Student Recruitment; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Fashion Institute of Technology NY

In the past 15 years, Fashion Institute of Technology (FIT) has developed and successfully implemented a plan to recruit, keep, and graduate minority students. The strategic plan that was developed in 1971 stressed attrition and placement as the only two criteria that would be used to measure institutional success. Minimizing attrition and ensuring placement required that an institutional climate be developed which was free from preconceived, condescending attitudes and which would make minorities feel welcome in the predominantly white college. Ongoing efforts to serve minorities include: (1) intensive recruitment campaigns involving community agencies and local high schools; (2) provision of student financial aid to most students; (3) education skills programs; (4) systematic efforts by placement counselors to respond to the special needs of minority graduates seeking jobs; and (5) special programs in Spanish and Chinese for non-English speakers. The success of these efforts is demonstrated by the increase in minority enrollments at FIT (from 3% in 1970 to 36% in 1986), low attrition rates among all FIT students, and high placement rates in the field for which the students are trained. (RO)

DOCUMENT RESUME

ED 270 164 JC 860 304

Murray, Jeannette
Non-Traditional Trends: Women in Blue-Collar Trades.
Honolulu Community Coll., Hawaii.
PUB DATE- Apr 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blue Collar Occupations; *Employed Women; *Employment Patterns; Equal Opportunities (Jobs); *Females; *Nontraditional Occupations; Social Change; Vocational Education

Women workers are establishing an identity for themselves in the traditionally male-dominated work world of mechanics, carpenters, construction workers, technicians, and engineers, drawn by incentives ranging from higher pay to training and advancement opportunities. Of the over 12.5 million women employed in industrial and service occupations, over 18% are blue collar workers. The movement of women into nontraditional jobs is relatively new in America, originating on a small scale during World War I and recurring on a much larger scale during World War II. In the period immediately following World War II, the percentage of women in industry declined as they were displaced by returning servicemen. Today, with the support of anti-discrimination legislation, women are re-emerging among blue collar workers. In the mid-1970's women represented about 18% of the 29 million blue collar workers in the United States; almost half a million women were working in skilled occupations. The primary motivating factors for women to seek nontraditional employment include pay equity, readily available training opportunities at community or junior colleges or through apprenticeship programs, increased eligibility for credit based on higher wages, and opportunities for promotion and advancement. While sexism and discrimination present the same problems for today's nontraditional women wokers as they did for their World War II counterparts, major strides have been made in changing attitudes, employment policies, education, and the meaning of male and female work. (EJV)

DOCUMENT RESUME

ED 270 178 JC 860 319

Reilly, Kathryn

Improving Student Access to Vocational Education: A Video Inservice Program. Problems of Access to Vocational Education Programs in California Community Colleges. Final Report.

Evaluation and Training Inst., Los Angeles, Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Board of Governors.

PUB DATE- Jun 86

NOTE- 23p.; For a related document, see JC 860 320.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; Community Colleges; *Educational Opportunities; *Inservice Education; Program Development; *Staff Development; Student Personnel Workers; Two Year Colleges; *Vocational Education; Vocational Education Teachers; Workshops

In January 1985, the Evaluation and Training Institute (ETI) contracted with the Board of Governors of the California Community Colleges to produce a media-based inservice program for vocational instructors and student services staff that addressed issues of student access. The objectives of the program were to: (1) utilize input from representatives of community colleges to identify priorities and issues of student access; (2) produce two videotape presentations, one for faculty and one for administrators, to be used at community colleges and regional workshops; and (3) research and write a handbook addressing issues of access, including tutorial assistance, financial aid, child care, and services for the handicapped, to be disseminated with the videotapes as part of an inservice program at regional workshops. The program report details activities conducted by ETI to achieve these objectives; offers a series of recommendations to the chancellor's office for continuing the dialog on student access; and includes advisory committee meeting minutes, an interview schedule, and information on the access workshops. (RO)

DOCUMENT RESUME

ED 270 192 JC 860 333

Lake, Dale B.; And Others

Assessing Community-College Impacts: Three Case Studies.

National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.

PUB DATE- 79

NOTE- 66p.; Produced as part of the Targeted-Outcomes Field-Development Project.

CONTRACT- 400-77-0004

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Attitudes; *Community Benefits; *Community Colleges; *Community Development; *Community Study; Community Support; Research Methodology; *School Community Relationship; Two Year Colleges

IDENTIFIERS- *Impact Studies

Designed to provide basic guidelines and examples that can be used by community colleges for organizing and conducting community impact studies, this booklet describes the experiences of Kalamazoo Valley Community College (KVCC), Eastfield College (EC), and Valencia Community College (VCC) in conducting their impact studies. Introductory material offers a rationale for assessing a college's economic (related to institutional expenditures, changes in income, standard of living, or job security), educational (related to the development of new skills and competencies), social (related to changes in family, recreational, and cultural activities), or technological (related to syntheses or reformulations of knowledge) impacts on the individuals, groups, and organizations in its community. In addition, this section describes the case study institutions, and presents a brief review of related research. The remainder of the booklet reports on the three studies, providing background information, describing methodology and survey populations, summarizing results, and explaining how the findings were used in improving community relations and promoting the colleges.A short bibliography is appended. (RO)

DOCUMENT RESUME

ED 270 208 PS 015 831

Harmon, Geraldine
Implementation of an Infant/Toddler Inservice Program for Dayhome Staff and Parents.
PUB DATE- Aug 85
NOTE- 126p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Family Day Care; *Infants; *Inservice Teacher Education; Learning Activities; Media Selection; *Parent Education; Parent Workshops; Staff Development; *Toddlers

This practicum involved an effort to improve the quality of infant/toddler care and education in a family dayhome setting. An attempt was made to increase the dayhome administrator's and parents' knowledge of infant/toddler development, age appropriate curriculum/material selection and parent/school communication. Direct observation of family dayhome programs, perusal of available lesson plans, and administration of a needs assessment survey revealed parents' desires to be actively involved in the dayhome program in ways that accommodated both the dayhome's needs and the lifestyles of the parents. Four intensive inservice sessions were conducted. Each session had an independent study and supplemental reading component which permitted the participant to set and meet individual goals. The inservice sessions covered infant/toddler development, assessment and age appropriate curriculum/materials selection, health, nutrition, and the importance of play and fostering parent/caregiver partnerships. Each session was supplemented with three follow-up newsletters designed to provide the parent with child development information and home activities presented at each inservice session. Practicum evaluation data indicated that the intervention resulted in increased provision of developmentally appropriate learning experiences in the dayhome setting. Sample forms, observation sheets, lesson plan, newsletters, and inservice session agendas are appended. (Author/RH)

DOCUMENT RESUME

ED 270 222 PS 015 856

Zimiles, Herbert
Rethinking the Role of Research: New Issues and Lingering Doubts in an Era of Expanding Preschool Education.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 35p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Development; *Educational Quality; Family Characteristics; Individual Characteristics; *Outcomes of Education; Preschool Children; *Preschool Education; *Program Evaluation; *Research Methodology

Changing ideas about the role of early education increasingly point toward universal preschool education for all children. Early education has come to serve many purposes but, as it expands, there is danger that the particular needs of young children will be overlooked by both professionals and parents. This essay underlines the vulnerability of young children and calls attention to the lifelong consequences of preschool experiences. Examining issues concerning the long term effects of preschool experiences, the discussion suggests that the value of early education will vary as a function of a matrix of factors including program quality, the vulnerability of individual children, and family needs. Additionally, the achievements and limitations of evaluation research are described within the context of possible deleterious effects of preschool education. Emphasis is given to the importance of developing ideographic methods of study to achieve more valid assessments of children's response to early education. It is suggested that more time be devoted to understanding the effects of substitute child care on parental attitudes and behavior and to delineating and documenting the damaging consequences of poorly run early childhood programs. (RH)

DOCUMENT RESUME

RC

ED 270 237 RC 015 654

Edeburn, Carl E.
The Relationship between Individual Software Packages and Reading Improvement in an Experimental CAI Program.
PUB DATE- 11 Oct 85
NOTE- 20p.; For related document, see ED 252 336 and RC 015 655. Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; *Computer Assisted Instruction; *Computer Software; Elementary Education; Limited English Speaking; Program Evaluation; *Reading Achievement; Student Evaluation; *Student Improvement
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Lakota (Tribe); South Dakota (Rapid City)

Statistical evaluation indicated the effectiveness of 10 software packages used in a 3-year project to improve the reading and language skills of Limited English Proficient (LEP) Native American students. The project was implemented in four Rapid City (South Dakota) schools in which 79% of the Lakota (Sioux) Indian students (grades 3-6) were found to be LEP and focused upon the application of microcomputer software in realizing its goals. Stepwise regression was used to ascertain the relationship between Comprehensive Tests of Basic Skills scores and the number of times a student used a particular software package. Analysis of second-year project data showed that Microzine, Learning Company, and Educational Activities software provided the best gain in vocabulary; Microzine, Data Command, and Universal Systems of Education PAL software contributed most to gains in comprehension; and Microzine was the best predictor of composite reading improvement. Analysis of third-year project data showed Borg-Warner, PAL, and Developmental Learning Materials (DLM) software produced best vocabulary gains; Microzine, Borg Warner, and DLM produced best comprehension gains; and Borg Warner was associated with the best gains in composite reading achievement. Specifications of the computer software packages used are provided. (NEC)

DOCUMENT RESUME

ED 270 250 RC 015 755

Berg, Paul
Increasing the Efficiency of the One Room School.
Aleutian Region School District, Cold Bay, AK.
PUB DATE- May 77
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Design; Classroom Environment; *Efficiency; Elementary Secondary Education; Furniture Arrangement; *Learning Centers (Classroom); *One Teacher Schools; *Rural Education; Self Contained Classrooms; *Small Schools; Space Utilization; Storage

The one room school is a challenging educational setting for both teacher and student. Isolation of the school, limited availability of educational resources, and the demanding role of the school as the only formal educational institution within the community are conditions which make classroom efficiency an important consideration for the principal/teacher. Four principles which relate to classroom efficiency can be applied to most situations: (1) the efficient classroom is a center of learning activities; (2) an efficient classroom is supported by one or more storage rooms; (3) the use of learning centers is an efficient method of organizing classroom resources; and (4) the efficient classroom is in a state of flux. Five steps can be followed to create an efficient classroom. First, draw a diagram of the classroom in its present arrangement. Second, mark stored materials not actively used in learning activities with red X's and materials blocking chalkboards or degrading learning options with blue X's. Next, list the specific learning activities to take place in the classroom. Then make a new diagram to facilitate these learning activities. Finally, rearrange the room according to the new design, being careful to keep materials not presently needed neatly organized in the support/store room. (NEC)

DOCUMENT RESUME

ED 270 265 RC 015 771

Charles Huntington, Ojibwe Sculptor. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.

PUB DATE- 79

NOTE- 27p.; For other titles in this series, see RC 015 765-774.

AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *American Indians; American Indian Studies; Art Activities; *Artists; Biographies; Career Awareness; Cultural Activities; Cultural Awareness; Cultural Education; Elementary Education; *Learning Activities; Resource Materials; Resource Units; *Role Models; *Sculpture

IDENTIFIERS- *Huntington (Charles); Minnesota; *Ojibwe (Tribe)

A biography for the elementary grades of Charles Huntington (Ojibwe), an American Indian sculptor, includes photographs of the artist and some of his work. A teacher's guide following the bibilography contains information on sculpture and the Ojibwe people, suggested activities for learning about sculpture and sculptors, learning objectives and directions for teachers, vocabulary list, resource list, and an evaluation checklist. (LFL)

DOCUMENT RESUME

ED 270 280 RC 015 790

Matthes, William A.; Carlson, Robert V.
Recruitment and Staff Development of Teachers: A Rural Perspective.
PUB DATE- Oct 85
NOTE- 19p.; Paper presented at the Annual Conference of the Rural Education Association (77th, Cedar Rapids, IA, October 12-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Attitudes; Elementary Secondary Education; Rural Education; *Rural Schools; Rural Urban Differences; School Districts; Staff Development; Teacher Attitudes; *Teacher Education; *Teacher Employment Benefits; Teacher Morale; *Teacher Persistence; *Teacher Recruitment; Teacher Salaries; Teacher Transfer

The paper summarizes recruitment and retention approaches designed to assist rural school administrators in securing/holding well-prepared/qualified teachers and presents findings from a 1985 study that examined teachers' perceptions of professional preparation. Outlined recruitment approaches include paying candidate's interview and moving expenses, hiring husband/wife teams, emphasizing local school autonomy, and providing comprehensive fringe benefits. Retention strategies include preschool/ongoing orientation programs, new teacher/master teacher pairing, regular classroom visits by administrators, professional days for school visitation and workshop/conference participation. Findings from a study of 1984 teacher education graduates from the Universities of Iowa and Vermont indicated that those accepting teaching positions in rural schools considered other benefits (school climate, sense of community, "traditional" social values) more important than starting salary, but professional conditions and growth potential must exist to retain teachers. Responses from 170 teachers in urban (43%), suburban (26%), and rural (30%) districts reported average annual salaries of $14,004, $14,042, and $12,221, respectively. Respondents from suburban and urban school districts rated their preparation higher than those in rural districts. Findings support the perception that teacher education is not providing adequate preparation of teachers for rural districts and suggest that recruitment/retention of teachers might be further complicated by that deficiency. (NEC)

DOCUMENT RESUME

ED 270 296 SE 046 441

Passive Solar Construction--Design and Performance.
Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.
REPORT NO.- DC-169; DOE/CE-0063
PUB DATE- Jan 84
NOTE- 4p.; For other information bulletins in this series, see SE 046 433-440 and SE 046 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Building Design; *Construction (Process); *Energy Conservation; *Energy Education; Reports; *Solar Energy
IDENTIFIERS- *Passive Solar Design

Presented is a list of books and reports intended to serve as technical sources of information for the building professional interested in energy conservation. These publications are grouped under these headings: (1) energy-conserving building design; (2) passive systems/design; (3) passive systems/performance; and (4) proceedings (of the American Solar Energy Society's annual passive conference). Each entry includes title, author(s), number of pages, cost, source, and annotation. A separate source list is also provided. (JN)

DOCUMENT RESUME

ED 270 311 SE 046 609

Fortner, Rosanne W.; And Others
Effect of Microcomputer Simulations on Computer Awareness and Perception of Environmental Relationships among College Students.
Ohio State Univ., Columbus. Office of Learning Resources.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *College Instruction; Computer Assisted Instruction; *Computer Literacy; *Computer Simulation; Educational Technology; *Environmental Education; Higher Education; Knowledge Level; *Microcomputers; Problem Solving; *Student Attitudes; Technology
IDENTIFIERS- Environmental Education Research; *Environmental Literacy

The effectiveness of environmental simulations in developing students' awareness of environmental issues, whether perception of environmental relationships was affected by the simulations, and whether the use of microcomputers as the medium of instruction affected student attitudes towards computers were investigated in this study. Undergraduates (N=110) enrolled in an introductory natural resources course at the Ohio State University participated in the study. The treatment group used three microcomputer simulations that were incorporated into the course as individual learning modules while the control group worked with comparable workbook modules. Content presentation techniques were assessed through a knowledge subtest instrument and an Environmental Relationship Perception Survey. A Computer Awareness Survey measured attitudes toward computer enjoyment, anxiety, and user efficiency. The knowledge subtest results were significantly higher for the treatment groups suggesting that computer simulations are more effective for factual recall. However, the lack of significant changes in responses to the Environmental Perception Survey indicated that use of microcomputer simulations may not produce marked results in terms of higher cognitive processes. There was little in the data from the Computer Awareness Survey which would support the idea that increased exposure to computers results in more favorable attitudes toward them. References, tables and figures are appended. (ML)

DOCUMENT RESUME

ED 270 326 SE 046 631

Rallis, Sharon F.; Ahern, Sharon A.

Math and Science Education in High Schools: A Question of Sex Equity?

Rhode Island Coll., Providence. Center for Evaluation and Research.

PUB DATE- 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Enrollment; *Equal Education; Females; High Schools; Mathematics Education; Science Education; *Secondary School Mathematics; *Secondary School Science; *Sex Differences; State Surveys
IDENTIFIERS- Mathematics Education Research; *Rhode Island; Science Education Research

The status of high school students' mathematics and science preparation and the existence of gender inequities in such courses were investigated in this study of Rhode Island secondary schools. A stratefied random sampling of districts was taken to include schools demographically representative of the state's population. Course enrollment data from the senior classes of 1985 were used (N=1111). The data were analyzed to determine: (1) the number of females and males who had enrolled in each mathematics and science course; (2) the percentage of each gender enrolled in these courses; and (3) the average grades received by males and by females in the mathematics and science courses. Survey results indicated that the 1985 female and male graduates took similar numbers and types of mathematics and science courses. Female enrollment in both upper level mathematics courses and in science courses, except in General Science and Physics, was either equal to or greater than male enrollment. In addition to choosing as many high level courses as their male classmates, young women in the sample tended to receive higher grades than their male counterparts. Brief case studies of the six schools surveyed and analyses of their data are also included. Appended are tables showing mathematics and science courses taken in high school by the class of 1985 and mathematics and science grades received by students at six Rhode Island high schools. (ML)

DOCUMENT RESUME

ED 270 341 SO 017 074

Mortensen, K. G.
Politics and Sociology of Funding Australian Schools, 1962-1984. Schooling and Employment in Australia Series, Volume 1.
REPORT NO.- ISBN-0-85554-006-0
PUB DATE- Apr 85
NOTE- 385p.
AVAILABLE FROM- Gerald Griffin Press, 156 The Avenue, Parkville, Victoria, Australia 3052 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Educational Administration; Educational History; *Educational Legislation; Elementary Secondary Education; Foreign Countries; Government School Relationship; Parent School Relationship; *Parochial Schools; Political Issues; *Politics of Education; *Private School Aid; *Sociology
IDENTIFIERS- *Australia

A documented history of the political and social scene in which Australian schools operated from 1962-1984 is presented. The scope includes the goals and philosophy of schooling, the types of "religious" education, the philosophical bases for right of choice without economic discrimination, equity in funding, the social and economic changes occurring in Australian society, the response of educational systems to an era involving new social structures and problems, the impact of developing technologies, the denial of employment to many, and the offer of new opportunities for leisure to all. The views of political parties and interest groups are presented in detail; the book also offers a critique of material written during the period under review. There is an analysis of Ministerial guidelines and Commonwealth Schools Commission responses. (BZ)

ED 270 266 RC 015 772

Howard Joseph McKee, Jr., Winnebago Traditionalist. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.

PUB DATE- 77

NOTE- 12p.; For other titles in this series, see RC 015 765-774.

AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *American Indians; American Indian Studies; Biographies; Career Awareness; Child Rearing; Cultural Awareness; Cultural Background; Elementary Education; Language Maintenance; Language Teachers; *Learning Activities; *Native Language Instruction; Resource Units; *Role Models; *Traditionalism; Values

IDENTIFIERS- *Mckee (Howard Joseph Jr); Nebraska; *Winnebago (Tribe)

A biography for elementary school students describes Howard Joseph McKee, Jr, an American Indian elder who teaches the Winnebago language and is developing a system for translating it into English. Mr. McKee's photograph and a map of Nebraska reservations are included. A teaching guide following the bibliography contains learning objectives and activities, directions for teachers, vocabulary list, resources list, and an evaluation checklist. (LFL)

ED 270 297 SE 046 444

Books on Renewable Energy for Elementary Grades.

Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.

REPORT NO.- DC-149; DOE/CE-0074
PUB DATE- Jan 84
NOTE- 3p.; For other information bulletins in this series, see SE 046 433-441.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alternative Energy Sources; *Childrens Literature; Elementary Education; Energy Conservation; *Energy Education; *Geothermal Energy; Science Education; *Solar Energy; Wind Energy
IDENTIFIERS- *Renewable Resources

Presented is a list of 20 books on renewable energy resources. These books are suitable for children in the elementary grades. Each entry includes the title, author(s) or editor(s), number of pages, price, publication date, recommended grade level(s), and source. (JN)

ED 269 959 EC 182 745

Vaughn, Sharon; Lancelotta, Gary
An Interpersonal Problem Solving Approach to Teaching Social Skills
to Socially Rejected Students.
PUB DATE- Mar 86
NOTE- 26p.; Paper presented at the Annual Conference of the
Association for Children and Adults with Learning Disabilities
(23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Cognitive Development; Cognitive
Restructuring; Elementary Education; *Interpersonal Competence;
*Intervention; *Peer Acceptance; *Problem Solving; Program
Effectiveness

The effectiveness of a cognitive-behavioral interpersonal problem solving (IPS) training program was evaluated with 35 poorly accepted second, third, and fourth graders. Group 1 received instruction in IPS and included only Ss low in peer acceptance; group 2 consisted of Ss low in peer acceptance who participated in IPS with same sex and grade Ss high in peer acceptance; and group 3 were contact control Ss low in peer acceptance who did not receive IPS but participated in games and activities. Dependent measures included the Social Problem Solving Test, Self-Evaluation Loneliness Scale, Classroom Inventory, and Teacher Rating of Peer Acceptance. IPS training focused on five major aspects; (1) establishing rapport, (2) identifying and using feelings, (3) understanding solutions in the long-run and short-run; (4) using four steps to solve problems, and (5) applying problem solving to group situations. Preliminary results pointed to significant differences in favor of the low social skills high/social skills (LS/HS) group when compared with the contact control group. There were no significant differences on peer ratings of acceptance between LS and LS/HS Ss. A reference list is appended. (CL)

ED 269 974 FL 015 713

Mey, Jacob
Defensive Speech, or, Can We Use Speech Acts in Language Education?
PUB DATE- 80
NOTE- 16p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Classroom Communication; *Communication (Thought Transfer); *Cultural Context; Educational Strategies; Immigrants; Intercultural Communication; Interpersonal Communication; Linguistic Theory; *Pragmatics; Second Language Instruction; *Speech Acts; *Teaching Methods

Using a language effectively involves both expressing oneself and acting upon one's surroundings. Linguistic theory has focused on the study of speech acts, but speech activity is basically pragmatic, that is, the conversational context determines the individual speech acts and not the other way around. Theorizing about the speech act independent of the situation in which it occurs ignores certain essential aspects of language use, particularly manipulatory language use. Language teaching in schools is manipulatory in that the conversations undertaken are in the form of a language game, and choice (the choice of the next speaker, topic, length of contribution, and teaching materials, for example) is given primarily to the teacher. It is possible to take classroom conversations out of their pseudo-neutral context, which ignores the conversation's essential relationship to its external conditions, and expose the manipulatory aspect of speech acts. Some techniques for doing this are to teach learners to thwart or counter the manipulatory intentions of the counterpart in conversation by using the same techniques in reverse, a kind of counter-manipulation. Students can be taught to answer questions with a counter-question or to give an evasive answer. This technique can be especially helpful to immigrants who may need to defend themselves against prying officials and news-seekers. (MSE)

Ashkenas, Joan

Foreign Students' Guide to Pronunciation Using the Pronunciation Key of the English Dictionary.

PUB DATE- 85
NOTE- 11p.
AVAILABLE FROM- JAG Publications, 11288 Ventura Blvd. #B-301, Studio City, CA 91604 (Class set of 25 with Teacher's Guide, $13.00; separate students' sets of 10, $5.00; examination copy, free to teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Diacritical Marking; *Dictionaries; Difficulty Level; *English (Second Language); Foreign Students; Instructional Materials; *Letters (Alphabet); *Pronunciation; Study Guides; Teaching Guides

A lesson in the use of pronunciation keys provided in English dictionaries, which is designed for adult foreign students, includes notes to the teacher concerning preliminary activities, discussion of the approach, a description of the lesson sequence, and a lesson designed for the student's use. The three-segment lesson, designed for second- and third-level students of English as a second language, aims to simplify and demystify the pronunciation key using two salient elements: diacritical marking and respelling. After prefatory remarks, the students' lesson outlines the letters of the alphabet in combination with diacritical marks and, for each item, gives an example of the sound in a simple familiar word, a respelling or transcription, and notes when applicable. A final section briefly discusses the schwa. (MSE)

ED 270 002 HE 019 180

Pifer, Alan
Beyond Divestment: The Moral University.

PUB DATE- 13 Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Business; Change Strategies; *College Role; Economic Factors; Foreign Countries; Government Role; Higher Education; International Educational Exchange; Investment; *Moral Issues; Political Influences; Power Structure; *Public Policy; *Racial Discrimination; Social Responsibility; Whites
IDENTIFIERS- Apartheid; *Divestment; *South Africa

Actions that colleges can take to meet their moral responsibilities in response to apartheid in South Africa are discussed, along with different sides to the question of divestment from American companies doing business in South Africa. It is suggested that divestment even by a large number of colleges is unlikely to cause American companies to withdraw from South Africa, and even if they did withdraw, the South African government would not likely be affected. To the degree that American companies pay good wages, move black workers into skilled jobs, and recognize black unions, they are contributing to the development of a black power base. Other approaches include: deciding about divestment on a case-by-case basis, forbidding new investment by American firms, and refusing to renew loans to the South African government. Objections to divestment on moral grounds and the question of whether divestment is a moral or a political act are considered. Actions colleges can take to help promote peaceful change in South Africa are suggested: educating Americans about South Africa, helping South African schools with desegregation, educating black South African exchange students, raising money to send to voluntary groups in South Africa, and pressing companies to pressure the South African government to liberalize its racial policies. (SW)

Guri, Sarah

Aiming at Narrowing Social Gaps in Israel through a Special Program of Everyman's University.

PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at...' (150)
DESCRIPTORS- Academic Standards; *Access to Education; *Disadvantaged; Educational Opportunities; Educational Quality; *Foreign Countries; Higher Education; *High Risk Students; Nontraditional Students; *Open Universities; *Remedial Instruction; Tutoring
IDENTIFIERS- *Everymans University (Israel); Israel

The philosophy and implementation of the Community Leaders Project at Everyman's University (EU), the Open University of Israel, are discussed. The project is designed to narrow social gaps in Israel by upgrading the educational level of disadvantaged populations and by developing indigeneous leadership for decision-making in the most disadvantaged neighborhoods. The social structure of Israeli society and the social context of EU's operation are described for background. Many of the targeted group have not graduated from high school. Special preparatory courses were developed that focused on basic learning skills, as well as fundamental academic subjects. After the 6-month preacademic preparatory program, the students undertake degree-level courses and participate in tutorial study one day a week. Although special assistance is provided to these students during the teaching/learning process, their assignments and final exams are evaluated according to the same criteria as those used for regular students. Information is provided on performance of both special and regular students in five academic courses. The question of whether schools can achieve both equality and quality is briefly addressed, and comments of special program participants concerning the program are included. (SW)

ED 270 029   HE 019 343

Krakower, Jack Y.; Niwa, Shelley
An Assessment of the Validity and Reliability of the Institutional Performance Survey.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 239p.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Environment; Enrollment Trends; Higher Education; Income; *Institutional Research; Needs Assessment; Organizational Climate; *Organizational Effectiveness; Questionnaires; Resource Allocation; *Self Evaluation (Groups); Test Manuals; *Test Reliability; Test Reviews; *Test Validity
IDENTIFIERS- *Institutional Performance Survey

The validity and reliability of the Institutional Performance Survey (IPS) as an institutional self-study instrument were assessed, with a focus on four types of validity (content, face, construct, and concurrent) and three types of reliability (test-retest, internal consistency, and rater reliability). It was found that IPS appears to reasonably assess most of its constructs/dimensions; however, its use of ambiguous language and weak assessment of five scales are problem areas, and the questionnaire also lacks a "don't know" response category. While IPS may be useful at the beginning of an institutional self-study in identifying institutional strengths and weaknesses, it fails to investigate what an institution's scores on dimensions actually mean and how conditions are related and affect one another. Variables assessed by IPS within the following eight categories are identified: changes in the institutional environment, institutional functioning, revenues, enrollments, institutional culture, strategy, resource allocation, and institutional effectiveness. The IPS is also compared with the Institutional Functioning Inventory, Institutional Goals Inventory, and the Needs Assessment Survey. Appended are the IPS instrument and the IPS 1985 Executive Report, which examines the eight categories/dimensions of the survey. (SW)

ED 270 043 HE 019 357

Sharp, Nancy W.; And Others
Faculty Women in Journalism and Mass Communications: Problems and Progress.
SPONS. AGENCY- Gannett Foundation, Rochester, NY.
PUB DATE- 85
NOTE- 74p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communications, College of Journalism, 1621 College Street, University of South Carolina, Columbia, SC 29208-0251 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; College Graduates; Doctoral Programs; Equal Opportunities (Jobs); *Females; *Graduate Students; Higher Education; *Job Satisfaction; *Journalism Education; Mass Media; Salaries; *Scholarship; Sex Discrimination; Student Attitudes; Student Characteristics; Teacher Characteristics; Teaching Conditions; *Women Faculty
IDENTIFIERS- Women Administrators

Womens' progress in journalism and mass communications education programs was assessed in 1983 as a follow-up to a 1972 study. Objectives were to determine: the perceptions women have of communications education as a profession; the extent to which women are engaging in scholarly activities in the field; and how leaders in communications education react to perceptions of female communications educators and how they assess the field with respect to opportunities for women. A content analysis of scholarly journals in the communication field was undertaken, and statistics were collected on women in communications education as well as on employment, enrollments, and salaries in American higher education. Interviews were conducted with leaders in the field, and questionnaires were sent to 810 women serving as current faculty, current doctoral students, or doctoral graduates in the journalism and mass communications education field. Of these questionnaires, 199 were returned, for a response rate of 39%. In addition to identifying respondent characteristics, the questionnaire covered the progress and attitudes of female doctoral students, discrimination experienced by women students and faculty, the experiences of female administrators, salaries, teaching loads, promotion and tenure, recruitment of women faculty, and job satisfaction. (SW)

ED 270 057 HE 019 372

Field Hearing on Reauthorization of Higher Education Act of 1985. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (May 31, 1985, St. Louis, Missouri).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86
NOTE- 126p.; Serial No. 99-53. Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Developing Institutions; *Eligibility; *Federal Legislation; Financial Support; Higher Education; *Need Analysis (Student Financial Aid); State Programs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program; *Higher Education Act 1965; *Missouri; Pell Grant Program

Hearings on reauthorization of the Higher Education Act of 1965 that were held in St. Louis, Missouri, are presented. Student assistance programs are the centerpiece of the Higher Education Act and play a critical role in achieving the federal objective of equal educational opportunity. The Higher Education Act also contains programs to assist college libraries, international education, and cooperative education, as well as the Fund for the Improvement of Postsecondary Education. Recommendations concern: proposals for the Guaranteed Student Loans (GSL) that would raise loan limits, eliminate the 5% origination fee, and reinstate loan consolidation provisions; funding to assist predominantly black institutions and the institutional eligibility criteria; reinstating the old Teacher Corps and Teacher Center Programs; teacher education scholarships; the aid cap of $4,000 for Pell grants; a proposal to increase GSL with provision for inflationary increases; need analysis procedures for student financial aid, and a stronger role in graduate education in the reauthorization of the Higher Education Act. The Missouri system of student loans is described, and Title IV and particularly GSL are discussed from the perspective of the Missouri guarantee agency. (SW)

ED 270 071 HE 019 389

Parker, Barbara; Zammuto, Raymond F.
Predictors of Organizational Responses to Decline.
National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 64p.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *College Administration; College Environment; *Declining Enrollment; Higher Education; *Organizational Climate; *Predictor Variables; *Problem Solving

Results of research on predictors of organizational responses to declining enrollments at 56 small to medium-sized colleges and universities are discussed. Decline was experienced from 1978-1979 to 1981-1982. Severity of decline was selected as an objective predictor of organizational response, while internal agreement on mission and attributions of cause, controllability, and stability of decline were selected as subjective predictors of response. Two types of responses were examined: those that emphasize efficiency (operating responses) and those that represent a change in product/market mix (strategic responses). Path analysis indicated that severity of decline was not directly related to the types of responses that the organizations take following a period of decline. Instead, agreement on mission had a direct negative effect on both operating and strategic types of responses, and this effect increased as the result of the mediating perceptual variables of control and stability. Perceived cause of decline and other perceptual variables were useful in predicting types of response. Comparing subject and objective predictors of responses to decline revealed that agreement on mission is a better predictor of response than is severity of decline. Implications for future research are offered. Five pages of references are included. (SW)

ED 270 084 IR 012 097

Barkley, John; Rosenthal, Lynne S.
Issues in the Management of Microcomputer Systems. Reports on Computer Science and Technology.
National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS-SP-500-125
PUB DATE- Sep 85
NOTE- 58p.; For related documents, see IR 012 096-098.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrators; Computer Literacy; Computer Software; Information Dissemination; Information Storage; *Information Systems; Information Utilization; *Management Systems; *Microcomputers; Policy Formation; Services; Technological Advancement; *Users (Information)
IDENTIFIERS- *Information Management

Designed to provide individuals responsible for the management of information resources with an understanding of the activities that lead to effective information management, this document identifies issues related to the management of microcomputer systems and analyzes some of the options available for the effective integration of small systems into an organization's overall data processing usage. The document is divided into eight chapters. Background information is provided in the first chapter, while Chapter 2 discusses the information management problems caused by the ability to access and manipulate new and existing information on the microcomputer. Chapter 3 classifies microcomputer users into three broad categories--ADP (automatic data processing) professionals, end users who program and implement applications software, and end users who operate applications software--and discusses the functions that these users will need to perform in an organization. Chapter 4 describes the services and activities that can provide support to an organization and discusses microcomputer system procurement and justification procedures. Standards and technological management alternatives are addressed in Chapter 5, together with problems created by rapidly changing microcomputer technology and the ways an organization can respond. Organizational factors that affect the use of microcomputers are presented in Chapter 6, and Chapter 7 provides an outline of the elements that can constitute a microcomputer management policy. Chapter 8 contains references to several other publications that address microcomputer management issues. (JB)

ED 270 098 IR 012 116

Hartig, Gordon
Students Are Capable of Assessing the Effectiveness of Computer-Assisted Instruction.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; Computer Software; Higher Education; *Instructional Effectiveness; *Microcomputers; Psychology; Questionnaires; Sociology; *Student Attitudes; *Study Skills; Teaching Methods
IDENTIFIERS- *PLATO

In 1984, summer bridge students in the Indiana University Learning Skills Center were asked to complete an open-ended questionnaire on PLATO computer assisted instruction (CAI) used in their study skills courses. Of 226 students responding to the survey, 175 (77%) had chosen to use PLATO; 86 students used both the psychology and sociology review lessons, while 49 used only the former and 35 only the latter. The remaining students used only lessons which were not directly related to the study skills program, e.g., math or English language lessons. Students used PLATO for a variety of reasons, i.e., convinced by instructors, attracted to the computer format, persuaded by friends, reduction of study time, better understanding of course materials, or to gain experience on a computer. Although trained neither in computer science nor in evaluation of education programs, the students identified each of four requisites for success identified in literature discussing CAI effectiveness: (1) implementation must be voluntary; (2) it must be part of a larger, overall educational program and implemented in conjunction with larger educational objectives; (3) the software must take advantage of the computer's interactive capabilities and it must be of pedagogical quality; and (4) the student must not be in primary control of the pacing. It is suggested that students have a wealth of knowledge which educators could and should tap in order to vastly improve the effectiveness of educational programs using computers. A list of references and copy of the student questionnaire are provided. (JB)

Hannesdottir, Sigrun Klara, Ed.
Guidelines for the Education and Training of School Librarians. IFLA Professional Reports No. 9.
International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-12-6
PUB DATE- 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; Guidelines; Higher Education; *International Organizations; *Librarians; *Library Education; Media Specialists; *Occupational Information; Policy Formation; Position Papers; *School Libraries

Developed by a a working group of the International Federation of Library Associations and Institutions (IFLA) Section of School Libraries, these guidelines present succinct and precise statements on the duties and functions of school librarians, their educational and training needs, and details of how the preparation of school librarians differs from the education of other librarians. The guidelines include three basic components: a schematic presentation of the essential competencies involved in the three factors that comprise the functions of school librarians--librarianship, management, and education--and the interrelationship of these factors; details of the functions of school librarians defined in the context of the school as well as the competencies and knowledge needed to carry out each function efficiently; and a checklist of competencies to be used for a quick evaluation of existing programs or as an initial framework for designing a new program. A bibliography of approximately 30 references is included to facilitate access to additional information on these issues. Appendices include two major international statements on school libraries, one from the United Nations Educational, Scientific and Cultural Organization (Unesco) and the other from the World Confederation of the Teaching Profession Assemblies (WCOTP) and the International Association of School Librarianship (IASL). (THC)

ED 270 126 IR 051 541

Hruday, Connie; And Others

An Information System for the Council of Educational Facility Planners International Membership Information Network. Volume 1: Background Report and Implementation Models. Volume 2: Appendices.

Alberta Dept. of education, Edmonton. School Buildings Administration.

PUB DATE- 9 Apr 86
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Databases; *Educational Facilities Planning; Foreign Countries; *Information Networks; *Information Services; *Information Systems; *International Organizations; Models; Needs Assessment; Position Papers; Technological Advancement; Technology
IDENTIFIERS- *Canada

This document is designed to assist the Council of Educational Facility Planners International (CEFP/I) in planning for the establishment of an information system for its members and other stakeholders who need information on educational facilities. The report focuses on the major activities to be accomplished and the issues to be considered when planning, developing, and establishing an information service. Following an introduction which outlines the scope, purpose and limitations of the report, the first of two volumes contains: (1) CEFP/I's Goals for an Information System; (2) Information Needs Assessment; (3) Literature of Educational Facilities; (4) Functions of an Information Service; (5) Technology Available to CEFP/I; (6) Models for the Development of Information Services; and (7) Recommendations. Appendices are contained in the second volume and include: Summary Results from Interviews; a Preliminary Questionnaire for an Information Needs Assessment; a List and Description of Resources for Information on Educational Facilities; a letter outlining an approach for implementing an automated data base management system (DBMS); detailed documentation on ENET (the Educational Network of Alberta Education), SpecialNet, ED-LINE and iNet 2000; and a 30-item selected bibliography. Both an executive summary and a summary report are provided in the first volume. (THC)

ED 270 139 JC 860 272

Cohen, Arthur M.
Perennial Issues in Community Colleges.
PUB DATE- 11 Apr 86
NOTE- 18p.; Paper presented as part of a seminar series at North Carolina State University (Raleigh, NC, April 11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Access to Education; Admission Criteria; Attendance Patterns; *College Curriculum; *College Faculty; *Community Colleges; Curriculum Design; Degrees (Academic); Educational Finance; Educational Mobility; Professional Development; *Student Educational Objectives; Teacher Recruitment; Two Year Colleges; Two Year College Students

Five major issues are currently confronting community colleges. The first issue relates to the need for a new measure of institutional functioning based on curriculum content (which is poorly represented by traditional program labels such as transfer or occupational programs) and student intent (which is rarely reflected by either program labels or students' own course-taking patterns). The second issue is concerned with managing access to a community college education in light of the trend in state after state toward limiting enrollments. Community colleges will be forced to make clearer distinctions among the student groups they serve, tightening attendance criteria and mandating entrance and placement testing. The third issue is the matter of student flow in community colleges. Community colleges operate in a context of public expectations of linear progress from entry to degree attainment, yet this pattern is atypical of community college student flow. The fourth issue, maintaining a comprehensive curriculum, relates to the other three. From their inception, community colleges have offered baccalaureate studies, occupational programs, continuing education, general education, and remedial education. Current funding priorities place transfer and occupational education in primary positions, with remedial education following in terms of funding and support. The last major issue is the aging faculty and the problems of maintaining a qualified body of instructors to staff the colleges. (RO)

ED 270 152 JC 860 288

Davis, Junius A.; And Others
Mission, Enrollment and Staffing Patterns, Funding Procedures, and Administration and Governance. The North Carolina Community College Study. Executive Summary.
Research Triangle Inst., Research Triangle Park, N.C.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
REPORT NO.- RTI-3546/00/01ES
PUB DATE- May 86
NOTE- 7p.; For the final report, see JC 860 289.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; *Community Colleges; *Educational Finance; Enrollment; Financial Support; *Full Time Equivalency; *Governance; Personnel Needs; *Resource Allocation; *School Personnel; State Aid; State Surveys; Technical Institutes; Tuition; Two Year Colleges
IDENTIFIERS- *North Carolina

In November 1985, the Research Triangle Institute conducted a study of enrollment, staffing, governance and administration, and budget allocations in the North Carolina community colleges. The study involved an analysis of public records related to enrollment, staffing, and finances; an extensive study, including on-site interviews, of 12 representative institutions; a survey of all 58 community colleges for information on mission, special constituencies, staffing, funding, developmental priorities, enrollment trends, and transfer agreements; a survey of student interest in and use of special services and facilities; interviews with selected state-level and institutional administrations; and focus group interviews with students and community members. Study findings included the following: (1) staffing patterns varied considerably as a function of institutional size, student and staffing markets, and local variations in assignment of personnel allocations; (2) full-time equivalent (FTE) enrollment was found to be the most generally appropriate basis for allocating operating funds to the institutions in terms of its capability to reflect the instructional staff workload; (3) the tradition of local control through the institutional boards appeared to be working well and in accordance with current statutes and regulations; (4) the state's community colleges were perceived by community members and prospective students as of higher educational status than the technical colleges or technical institutes; and (5) increases in college transfer tuition to the lowest of the current four

University System tuition rates would result in an increase in tuition of about 129% for the community college students involved. The study generated 29 recommendations regarding areas including budget allocation formulas, research needs, administrative structures, conversion of technical colleges to community colleges, and tuition increases. (RO)

ED 270 165 JC 860 305

Singer, Elizabeth; And Others
Competency-Based Adult High School Completion Student Services Guide.
Brevard Community Coll., Cocoa, Fla.; Florida Atlantic Univ., Boca Raton. Adult Education Div.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 85
NOTE- 86p.
AVAILABLE FROM- Dean, Adult/Community Education, Brevard Community College Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Competency Based Education; Counselor Role; English (Second Language); Graduation Requirements; *High School Equivalency Programs; Student Placement; *Teacher Education; Teacher Role

Designed as part of a 310 Special Demonstration and Teacher Training Project undertaken at Brevard Community College, this student services guide contains information to assist adult education administrators, counselors, instructors, and office personnel in meeting the needs of students enrolled in adult/community education schools. Primary emphasis is placed on the Competency-Based Adult Education (CBAE) high school completion process. Following introductory material, the guide contrasts the characteristics of conventional and competency-based instruction, and delineates the professional roles and responsibilities of program administrators, counselors, and instructors in CBAE. An overview is provided of the program offerings at adult education centers, including details on adult basic education (ABE), English as a Second Language (ESL), adult high school completion, and general education development (GED) programs. CBAE intake and exit procedures are delineated next, for adult high school completion, ABE, ESL, and GED programs, as well as for co-enrolled students and non-credit courses. After reviewing registration and add/drop procedures, the guide looks at steps in the diagnostic/placement process and outlines adult high school completion graduation requirements and minimum student performance standards. The next sections cover the adult high school completion grading system; aspects of CBAE classroom management (e.g., classroom orientation, learning procedures, the role of the learning facilitator, and records and resource management); policies regarding CBAE grades, testing, and credits; and CBAE record keeping. Appendices provide samples of various forms and a sample student learning guide. (EJV)

ED 270 179 JC 860 320

Reilly, Kathryn

Problems of Access to Vocational Education Programs in California Community Colleges: A Technical Assistance Handbook for Administrators and Faculty.

Evaluation and Training Inst., Los Angeles, Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Board of Governors.

PUB DATE- 86

NOTE- 42p.; For a related document, see JC 860 319.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Persistence; *Access to Education; Community Colleges; *Educational Opportunities; Enrollment Trends; *Inservice Education; Staff Development; Two Year Colleges; *Vocational Education; Vocational Education Teachers

Prepared for community college administrators and faculty, this handbook was designed for use after the presentation of either of two videotaped documentaries treating the problems of access to vocational education programs in California community colleges in terms of both entry and retention problems. Following introductory material, information is provided to assist the user in addressing two questions. For the first question, "Are potential or current students at this college having problems accessing and persisting in vocational education programs?" the handbook describes various contexts in which the issue can be raised on campus, offers data on changes in California community college vocational education student enrollments between 1982 and 1984, suggests ways of approaching the problem, and presents a sample set of goals and objectives for identifying students with access problems and a sample student needs survey for current students. For the second question, "What strategies are currently being used on this campus to help students enter and complete vocational education programs and how can new strategies be developed?" the handbook discusses issues related to the institutional context and provides a sample college inventory of access strategies. Appendices include scripts for the administrator and faculty videotapes, a review of the literature on access, a bibliography, and excerpts from transcripts of Access and Retention Forums at the 1985 American Association of Community and Junior Colleges convention. (EJV)

ED 270 193 JC 860 334

Report for Florida Community Colleges, 1984-85: The Fact Book.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

PUB DATE- Jun 86
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment Trends; Expenditures; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; State Surveys; Teacher Salaries; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Florida

Designed to provide information about the system of community colleges in Florida, this report offers descriptive and statistical data regarding enrollment trends, college personnel, educational finances, and governance. First, the report provides a historical overview of the state system from its beginnings in 1933 to the present. Next, statistical tables are presented, focusing on annual student enrollments, 1947-48 through 1984-85; opening fall enrollment by class, program, and status; full-time equivalent (FTE) enrollment by college; annual FTE by term and discipline; annual program headcount enrollment; annual reports of vocational, and supplemental and apprenticeship programs; student acceleration; degrees and other formal awards; vocational programs; salary ranges for instructional personnel, administrators, and non-instructional professional personnel; fringe benefits for full-time faculty; employee characteristics; revenues and expenditures; and costs of instruction and support programs. Appendices provide a glossary and lists of state-level administrators. (RO)

ED 270 209 PS 015 832

Peterson, Judith A.

Organization of an Inter-College Network for Community College Early Childhood Teacher Educators in Pennsylvania.

PUB DATE- Dec 85

NOTE- 243p.; Ed.D. Practicum, Nova University. Several tables contain small type.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Colleges; Early Childhood Education; Educational Objectives; *Educational Quality; Guidelines; *Networks; Program Evaluation; Program Improvement; Standards; *Teacher Education; *Teacher Educators

IDENTIFIERS- *Networking; *Pennsylvania

The goals of this practicum were to organize a state network and to increase communication among early childhood educators in 2-year colleges in Pennsylvania; to increase public awareness as the teachers defined their mission, evaluated their programs, and articulated program goals; and to formulate guidelines specifying minimum content for early childhood teacher educator programs in community colleges. At the conclusion of the practicum, community college teacher educators had (1) organized a state affiliate of the American Association of Community College Early Childhood Educators (PA ACCESS); (2) increased the frequency of meetings and communication among early childhood teacher educators at community colleges in Pennsylvania; (3) conducted informal assessments of the results of an evaluation conducted at Reading Area Community College (RACC); (4) designated appropriate marketing techniques based upon recruitment and retention needs of participating community colleges; (5) improved transfer agreements with 4-year institutions located near individual members' areas; (6) increased services and communication to local private and public preschools; and (7) formulated program guidelines acceptable to educators in Pennsylvania to outline the minimum content needed to provide a balance of theory and experience. Half the document consists of appendices, which include a reference list, a draft for review of guidelines proposed by the National Association for the Education of Young Children for early childhood education programs in institutions granting associate degrees, RACC's program handbook, and the constitution of PA ACCESS. (RH)

ED 270 223 PS 015 857

McDermott, Cecil W.
Affecting Basic Skills Achievement through Technology. A Research Report on IMPAC.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 15 Dec 85
NOTE- 220p.
AVAILABLE FROM- IMPAC Learning Systems, Inc., National Old Line Building, Room 122, 6th and Woodlane Streets, Little Rock, AR 72201 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Basic Skills; *Computer Assisted Instruction; *Computer Managed Instruction; Courseware; Educational Improvement; Elementary Education; *Elementary School Students; Elementary School Teachers; Language Arts; Mathematics; Microcomputers; Reading Instruction; Selection; Student Attitudes
IDENTIFIERS- *Arkansas; *Instructional Microcomputer Project Ark Classrooms

This report focuses on research and development activities related to the 1983-85 Instructional Microcomputer Project for Arkansas Classrooms (IMPAC), under the supervision of the Arkansas Commission on Microcomputer Instruction. The report includes five major sections: (1) research findings that relate to achievement levels in mathematics, reading, and language arts in the elementary school affected by methods other than those involving computer technology; (2) research findings that relate to achievement levels in mathematics, reading, and language arts in the elementary school affected by methods directly related to computer technology, especially computer assisted instruction (CAI); (3) evaluation of IMPAC experimental programs including achievement scores and hardware, software, maintenance, and in-service training; (4) suggestions for implementing cost- and educationally-effective basic skills guidelines involving Computer Managed and Computer Assisted Instruction (CMI-CAI); (5) recommendations for program implementation in grades 3-8 in Arkansas School Districts over the next four years. The report concludes with recommendations for selecting and purchasing hardware and software, recommendations for in-service training, and a discussion of electrical and space requirements for microcomputers. A bibliography containing 73 references is appended. (Author/DR)

Greene, Gayle G.
Uniting School, Community, Industry, and Public Agencies in the Rural Community.
PUB DATE- Oct 85
NOTE- 7p.; Paper presented at the Annual Rural Education Association Conference (77th, Cedar Rapids, IA, October 12-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- After School Centers; *Agency Cooperation; *Child Development Centers; *Community Cooperation; Community Involvement; Community Organizations; Cooperative Programs; Coordination; *Day Care Centers; Institutional Cooperation; Preschool Education; Rural Areas; *Rural Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- Tennessee

Agency coordination and cooperation is necessary to establish quality educational programs in rural areas. An example of rural agency cooperation in Tennessee involves business and industry, church, vocational center, community college, United Way, and state and federal agencies in administering, equipping, staffing, and funding a child care and development center. The Children's Center--a comprehensive child care center opened in 1985--currently serves 62 children ages 2-6, and also has an after-school program for kindergarten children. Preschool children receive care, developmental and psychological assessment, social services, speech and hearing testing and therapy, and medical referrals. Students at a local vocational center serve as aides in a cooperative education/work experience program and may enroll in a program to earn college credits at a nearby community college. (LFL)

Boynton, Michaela R.
Practical P. R. Techniques for Small Schools.
PUB DATE- Mar 85
NOTE- 6p.; Paper presented at the Annual National Rural Special Education Conference (5th, Bellingham, WA, March 19-22, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Cooperation; Information Dissemination; Institutional Advancement; *Organizational Communication; Publicity; *Public Relations; Public Support; Rural Education; *Rural Schools; School Community Programs; *School Community Relationship; School Involvement; *Small Schools

Suggestions for publicizing unique qualities and successes of rural and small schools use existing communication channels to emphasize positive attributes and help change the negative. Tips include: tell students, parents, and community about school goals, highlight student and staff achievement, reiterate the school's responsibility to the community, alert all to student needs, and listen as the public communicates to the school. Know and understand community attitudes, encourage community awareness of what happens and why, locate key communicators in the community and see that they get the right information early. Open school buildings to public use and use the facilities to communicate via showcases and bulletin boards. Encourage parent participation, spread positive information at school board meetings, make all printed information clear, concise, and pertinent, and disseminate it widely. (LFL)

ED 270 312 SE 046 611

Caudto, Michael J.
A Guide on Environmental Values Education. Environmental Education Series 13.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- 85
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); Critical Thinking; Elementary Secondary Education; *Environmental Education; *Ethics; *Holistic Approach; Inservice Teacher Education; Instructional Materials; *Learning Activities; Models; Preservice Teacher Education; Values Clarification; *Values Education
IDENTIFIERS- *Environmental Ethic

A theoretical basis and practical guidelines for developing a wholistic program in environmental values education (EVE) are provided in this guide. Part I approaches EVE from a philosophical perspective and provides information related to the nature of human values and behavior, EVE strategies, and the development of a positive environmental ethic. Part II contains detailed, practical steps for designing, implementing, and evaluating an EVE program. Experiential exercises are included for use at the primary and secondary levels. A teacher training model is explained and is accompanied by a self-evaluation form that measures competencies in the theory and methods of EVE. Also included are lists of curriculum materials and suggested readings in the areas of values education and environmental ethics. (ML)

ED 270 327 SE 046 633

Reusser, Kurt

Problem Solving beyond the Logic of Things. Textual and Contextual Effects on Understanding and Solving Word Problems.

PUB DATE- 86
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; *Critical Reading; Deduction; Educational Sociology; Inferences; Language Patterns; *Language Styles; Linguistic Performance; Mathematics Education; *Problem Solving; Science Education; Secondary Education; Secondary School Mathematics; Secondary School Science; *Social Psychology; *Word Problems (Mathematics)

This paper reports research into the linguistic and extra-linguistic or social-cognitive structure of problem presentation contexts. The effects of textual and social syntax were investigated, including the specific structure of the problem text by which situations, processes, actions, and number relations are implicitly or explicitly expressed, questioned, and commented upon. Also investigated was the nature of the pragmatic and social psychological context (case studies). The paper outlines and discusses an interrelated set of studies showing that: (1) subject matter related to, or factual attitudes toward a problem frequently don't play an important part in problem solving; (2) students often solve problems correctly without understanding them; (3) directionality and goals of problem solving processes strongly interact with textual and contextual cues; and (4) false contextual expectations can lead to abstruse errors of understanding and strange solution paths. The results are discussed as an analysis of social-cognitive behavior, in which the classroom is described as a format, a social-cognitive matrix, and a metacognitive matrix. Issues raised include questions about students' epistemic control behavior, and the personality of the problem solver. References, figures, and tables are appended. (Author/JM)

ED 270 342 SO 017 076

Swaim, Ginalie, Ed.
Life on the Iowa Prairies.
Iowa State Historical Dept., Iowa City.
PUB DATE- Nov 85
NOTE- 25p.
AVAILABLE FROM- Iowa State Historical Department, 402 Iowa Avenue, Iowa City, Iowa 52240.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Elementary Education; *Farmers; Folk Culture; Geography; Instructional Materials; Land Settlement; Learning Activities; Map Skills; *Physical Geography; *Social Studies; State History
IDENTIFIERS- Iowa; *Pioneer Life

A theme issue of the Iowa State Historical Department magazine ("The Goldfinch") focuses on elementary readings and activities about Iowa prairie life. A total of 13 articles is included. In "History Makers," eight letters recount student and teacher prairie experiences. "The Prairie: Problems or Paradise?" recounts the trials and successes of prairie life for explorers and farmers. "Help William Get to Iowa" poses a simple map exercise dealing with settlers. "William Crosses the Prairie" summarizes the ordeals of a settler family crossing the prairie. "Good Times" cites the contest of the corn-husking bee. "Settling On the Praire: Hard Work and Hard Winters" examines farmer life on the prairie. "Strawberries and Rattlesnakes" presents a board game illustrating settler survival. "What Do You Do With A Slough?" describes life in the prairie swamps. "Map Game" illustrates land purchasing. "The People of Iowa" discusses an Iowa botanist. "Are There Any Prairies Today?" assesses prairie land yesterday and today. "History Mystery" involves students in analyzing a photograph. Finally, "Pass It On" provides related fun exercises. (TRS)

ED 270 238 RC 015 655

Edeburn, Carl E.; Jacobi, Carolyn
Reading, Computer Assisted Instruction and Native American Students.
PUB DATE- Oct 85
NOTE- 23p.; For related documents, see ED 252 336 and RC 015 654. Paper presented at the Annual Northern Rocky Mountain Educational Research Association Meeting (3rd, Jackson Hole, WY, October 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Computer Assisted Instruction; Elementary Education; *Limited English Speaking; *Program Evaluation; *Reading Achievement; *Student Evaluation; *Student Improvement
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Lakota (Tribe); Normal Curve Equivalent Scores; South Dakota (Rapid City)

Final evaluation of a 3-year project to use microcomputers to improve the reading and language skills of Limited English Proficient (LEP) Native American students revealed that there was significant growth evidenced in over 75% of the reading subscale groupings as measured by the Comprehensive Tests of Basic Skills (*CTBS). Subjects were 114 Lakota (Sioux) children (grades 3 through 6) who were identified as LEP and attended four Rapid City (South Dakota) elementary schools. Pre/post testing on five CTBS subscale areas (word attack, vocabulary, comprehension, composite, and spelling) showed significant improvement in all areas measured for students in first, fifth, and sixth grades. Results for fourth grade students showed significant improvement only in the vocabulary and composite reading subscales. Overall comparison at the end of the project's second year showed mean Normal Curve Equivalents ranging from a low of 7.21 to a high of 9.69. Analysis of third year scores indicated mean Normal Curve Equivalent growth ranged from a low of 4.79 to a high of 6.67 overall in the areas of vocabulary, comprehension, and in the composite score. (NEC)

ED 270 298 SE 046 563

Nuclear Winter: Uncertainties Surround the Long-Term Effects of Nuclear War. Report to the Congress.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/NSIAD-86-62

PUB DATE- Mar 86

NOTE- 53p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Current Events; Disarmament; *Environmental Influences; Government Publications; *Nuclear Warfare; Physical Environment; *Political Issues; *Radiation Effects; *World Problems

IDENTIFIERS- *Environmental Issues; *Nuclear Winter

Nuclear winter, a term used to describe potential long-term climate and environmental effects of nuclear war, has been a subject of debate and controversy. This report examines and presents scientific and policy implications of nuclear winter. Contents include: (1) an executive summary (highlighting previous and current studies on the topic); (2) an introduction (reviewing the objectives, scope, and methodology of this report); (3) a discussion of various uncertainties of the nuclear winter theory (examining conditions dealing with war scenario variables, fire and atmospheric research, and computer atmospheric modeling); (4) a consideration of policy concerns (itemizing the issues linked with nuclear winter and the broad policy implications); (5) a review of the Interagency Research Programs on the nuclear winter issue, (discussing research priorities, funding, and management concerns); and (6) agency comments and evaluation. Appendices include a selective list of literature reviewed and a glossary of related terms. (ML)

ED 269 960 EC 182 746

Kotze, J. M. A.
Deficits in Problem Solving of Learning Disabled Children: A

Cognitive Learning Style Approach.

PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; Conceptual Tempo; Elementary Secondary Education; Field Dependence Independence; *Learning Disabilities; *Learning Processes; Memory; *Problem Solving
IDENTIFIERS- Impulsiveness

Difficulties facing learning disabled (LD) students in problem solving are reviewed and an approach is proposed to help them make better use of the learning strategies available to them. A cognitive learning style approach to LD students is introduced, followed by an analysis of problem solving and the stages of information processing (attention, perception, memory, thinking, and problem solving). Three types of deficits in LD students' problem solving are identified and their learning implications noted: (1) memory deficits, (2) field dependence, and (3) impulsivity. A reference list is included. (CL)

ED 269 989 FL 015 730

Garrott, Carl L.

Processing Sentences in French under Visual Constraint.
PUB DATE- Feb 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Context Clues; *French; *Language Processing; *Reading Comprehension; Second Language Learning; Semantics; *Sentence Structure; *Syntax; *Visual Discrimination

In order to test hypotheses derived from the concept that grammatical, syntactic, semantic, and contextual cues affect the degree of reading comprehension in a visual display, the present investigation was undertaken using the French language. The subjects were approximately 30 college students in a second-semester elementary French course. Five sentences were constructed for each of four sentence types (active declarative, active interrogative, negative, and negative interrogative); each of the five sentences in each group was given a different degree of visual clarity or blurring by making multiple carbon copies on a typewriter. The dependent variable was the point of clarity at which grammaticality and sentence meaning were clearly recognized. Subjects were given a short review of sentence types and were asked to indicate at what point of clarity they understood each sentence and its type. The results suggest that recognition of grammatical type and its underlying declarative and/or interrogative features provides a powerful cue in reading even when perceptual processing is obscured. The finding that declarative sentences require less time to evaluate than negative sentences has theoretical implications for future research. (MSE)

ED 270 194　　　　　　　　　　　　　　　　JC 860 335

Bedell, Fran; And Others
Report of the Television Task Force.
Westark Community Coll., Fort Smith, Ark.
PUB DATE- 10 Oct 85
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cable Television; Community Colleges; Educational Planning; *Educational Television; Mass Instruction; Program Development; *Programing (Broadcast); *Telecourses; Television Curriculum; Two Year Colleges

In early 1985, one of the new television channels resulting from the expansion of the Fort Smith TV Cable Company was allocated to Westark Community College (WCC). In July, a task force was appointed to develop recommendations regarding programming, policies, staffing, equipment, physical location, and organizational location. This report presents the findings and recommendations of the task force. After chapter 1 describes the acquisition of the channel by WCC, chapter 2 reviews college and task force activities to date. Chapter 3 looks at options for the use of the channel, including professionally produced telecourses, the establishment of an on-campus studio, local production by contract, and production with portable equipment, message board, and satellite programming. Chapter 4 presents the task force recommendations, related to: (1) major reliance on telecourses; (2) local production in television station studios; (3) production with portable equipment; (4) 24-hour use of a message board; (5) satellite programming; (6) delay of channel sharing; (7) limited public access; and (8) professionally produced features. After chapter 5 considers promotion and marketing issues, chapter 6 reports on equipment on hand, equipment installation, and additional needs; and chapter 7 addresses staffing needs for a television coordinator, technical assistant, and maintenance technician. Finally, chapter 8 reviews State Board of Higher Education policy and chapter 9 looks at the possibility of expansion to other cable systems, A resource list that includes producers/distributors and professional organizations is appended. (RO)

ED 270 252 RC 015 757

Improving Curriculum, Instruction and Assessment in Small Schools. Proceedings of the Annual Alaska Small Schools Conference (5th, Anchorage, Alaska, October 23-25, 1985).
Alaska State Dept. of Education, Juneau.

PUB DATE- Oct 85
NOTE- 40p.; For related document, see ED 257 600.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Alaska Natives; *American Indian Education; Curriculum Development; Educational Assessment; *Educational Strategies; Educational Technology; Elementary Secondary Education; *Instructional Improvement; Leadership; Multicultural Education; Program Descriptions; Rural Areas; *Rural Education; Rural Schools; *Small Schools; Teacher Characteristics; Teaching Skills
IDENTIFIERS- *Alaska; *Educational Issues

Key points of presentations are captured in this report of a conference which addressed issues of concern to educators in Alaska's small schools. A total of 119 presentations are briefly summarized. Contents are organized under five headings: effective leadership strategies, curriculum and instruction, computers and telecommunication, assessment, and support programs. Subjects include principal networking, effective teaching, inservice training, school profiling, professional growth, state curriculum support services, Native culture and language teaching, parents as partners in bilingual language development, peer coaching programs, career education, the writing process in the rural classroom, teaching vocational education in academic classes, improving computer assisted instruction in small schools, Alaskan software, writing assessment, classroom assessment, district-wide assessment for rural districts, small school guidance and counseling strategies, Alaska Career Information System, stimulating parent involvement, student teaching in rural Alaska, new teacher certification regulations, and library organization for small schools. Also included is a list of 46 issues facing Alaskan educators as ranked by conference participants. Issues ranked as most important by all participants are declining state revenues, equitable school financing, long-range educational planning, changing curriculum/changing times, greater legislative priority for education funds, and negative perceptions of the teaching profession. Addresses of all conference presenters are provided. (NEC)

ED 270 267 RC 015 773

Mitchell Red Cloud, Jr., Winnebago Medal of Honor Recipient, 1924-1950. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.

PUB DATE- 79
NOTE- 16p.; For other titles in this series, see RC 015 765-774.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian History; *American Indians; Biographies; Career Awareness; *Cultural Awareness; Elementary Education; *Learning Activities; Military Personnel; *Military Service; Resource Units; *Role Models
IDENTIFIERS- Congressional Medal of Honor; *Heroes; Korean War; *Red Cloud (Mitchell Jr); Winnebago (Tribe); Wisconsin; World War II

A biography for elementary school students tells about Mitchell Red Cloud, Jr. (Winnebago), an American Indian Army corporal who received a Congressional Medal of Honor for bravery in the Korean War. Photographs of Corporal Red Cloud and his gravesite are included. A teaching guide following the bibliography contains information on the Medal of Honor, the Winnebago People, the Korean conflict, and Carlson's Raiders, as well as learning objectives and activities, directions for teachers, vocabulary list, resource list, and an evaluation checklist. (LFL)

ED 270 282 RC 015 793

Giles, Karen NoLand
Indian High School Dropout: A Perspective.
Wisconsin Univ., Milwaukee. Midwest National Origin Desegregation Assistance Center.
PUB DATE- Oct 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; *American Indian Culture; American Indian Education; *American Indians; Cultural Context; Cultural Differences; Cultural Influences; *Culture Conflict; *Dropout Research; Dropouts; High Schools; High School Students; Qualitative Research; *Student Attitudes; Student Characteristics; Values
IDENTIFIERS- Kluckholn Inventory; *Wisconsin (Milwaukee)

A research study of American Indian high school students and dropouts in the Milwaukee Public Schools explored cultural factors which affect Indian students' decisions to remain in or drop out of urban, middle-class American schools. Enculturation, i.e. acquisition of Indian culture, and its effect on acculturation, i.e. adopting traits of another culture, was investigated using Kluckhohn's theory of cultural value orientations variation. The origin and manifestation of values and attitudes of Indian students concerning school were explored. Intensive interviews focussed on general values/attitudes concerning peers, school curriculum, teachers, administration, and community; parental/familial influence; attitude toward dropping out; extent of enculturation; and social commitment to school and community. Students assimilated into American middle-class values regarding man and nature, time orientation, and relations with others were found to be more likely to finish high school than those enculturated into Native American values. Cultural perspectives of Native American students were examined as they related to classroom situations. Recommendations for educators of Native American students included employing counselors and teachers knowledgeable about Indian culture, community, and parents; incorporating Indian cultural values into the curriculum; and providing social/cultural outlets for students. References and recommended readings are appended. (LFL)

ED 270 313 SE 046 612

Peterson, Nils S.; And Others
A Pedagogical Challenge: Integrative Thinking.
Washington State Univ., Pullman. Dept. of Veterinary and Comparative Anatomy, Pharmacology and Physiology.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Sep 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; *Cardiovascular System; Cognitive Processes; *College Science; *Computer Assisted Instruction; Higher Education; *Instructional Improvement; Interdisciplinary Approach; Physiology; *Problem Solving; Science Education; *Science Instruction; Skill Development; Technology
IDENTIFIERS- *Integrative Processes

An instructional framework which provides opportunities for students to synthesize knowledge and recognize general approaches to problem representation and solution is advocated and discussed in this paper. The need for a combination of an interdisciplinary approach with the new technologies of the information age is emphasized. Major ideas addressed include: (1) the need for knowledge integration; (2) the nature of complex systems, using the cardiovascular system as an example; (3) hierarchial representation of complex systems; (4) problem solving in complex systems, using the cardiovascular system as an example; (5) the role of the computer in teaching about complexity; (6) a way to modify the existing curriculum and to teach integrative thinking by using new computer-based simulations; and (7) a new professional activity, knowledge interface design, which will facilitate the transformation of the present curriculum. (ML)

ED 270 343 SO 017 077

Social Studies Grades K-12. Teacher Handbook. North Carolina Competency-Based Curriculum. Subject-by-Subject.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE- 85
NOTE- 694p.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Behavioral Objectives; Community Study; Competency Based Education; Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *Sequential Approach; Skill Development; *Social Studies; State Curriculum Guides; State History; State Programs; United States History; Units of Study; World Affairs
IDENTIFIERS- North Carolina

A scope and sequence for teaching elementary and secondary social studies is provided in a subject-by-subject format. Designed to meet the requirements of North Carolina's competency-based curriculum, materials may also be useful to other states and localities. Following a foreword and acknowledgments, material is divided into three main sections. A background and overview contains an introduction and discusses philosophy and rationale, role of thinking skills in the social studies curriculum, programs for exceptional children, and how to read the teacher handbook. The bulk of the document is presented in a section entitled "Social Studies Competency-Based Curriculum." Introductory material for this section includes a description of purpose, overview, and learning outcomes. Subsections are organized by the following grade levels: grades K-3, 4-6, 7-8, and 9-12. Within each subsection, major emphases and theme, knowledge, and skills for each grade level are presented individually in matrix format. Grade level themes are: grade 1, the individual and group relationships; grade 2, home and school; grade 3, communities; grade 4, North Carolina; grade 5, the Western hemisphere; grade 6, the Eastern hemisphere (Europe and the Soviet Union); grade 7, the Eastern hemisphere (Africa and Asia); grade 8, North Carolina history; grade 9, economic political, and legal systems; grade 10, world studies; and grade 11, United States history. Included in the nine appendices are materials on the Elementary and Secondary School Reform Act of 1984, the Standard Course of Study (North Carolina Administrative Code), the course requirements for high school graduation, the North Carolina Scholars Program, the secondary level testing requirements, and the textbook adoption prices in North Carolina. (LP)

ED 269 975 FL 015 714

Tommola, Jorma
Some Parameters of Simplification.
PUB DATE- 80
NOTE- 20p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; *Educational Strategies; *Material Development; *Reading Materials; Reading Processes; Second Language Instruction; Syntax; Textbooks; Vocabulary
IDENTIFIERS- *Authentic Materials; *Simplification (Language)

Simplification of text as a pedagogical technique in second language instruction implies: (1) the selection of a restricted set of features from the full range of foreign language resources (linguistic simplification) and/or (2) the rearrangement of content of foreign language messages (content simplification) for purposes of instructional efficiency. The second option is more central to the communicative approach to language teaching, where a minimal level of formal linguistic competence is necessary for well-defined and restricted communication tasks; the first option results in just a contrived laboratory text. Both types of simplification result in a reduction of authenticity. Factors accompanying the simplification of instructional materials include lexical factors such as word frequency, degree of abstractness, lexical density, paraphrasing, and substitution of word meaning for connotations; syntactic factors such as sentence splitting, deletion of irrelevant information, or addition of examples or glosses; and text and discourse factors such as temporal organization of segments, text organization with reference to the main topic and subtopics, theme progression, and addition of metatext. The use of some parameters of simplification is illustrated with a sample text and two simplications. Two pages of references are included. (MSE)

Lovett, Clara M.
Faculty Careers in the 1980s: A Reassessment.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; Education Work Relationship; Experiential Learning; *Faculty Promotion; Higher Education; Productivity; Professional Education; *Research; Scholarship; Specialization; Teacher Qualifications; *Teacher Role; *Teaching (Occupation)

Social, economic, and demographic changes that affect the work lives and career patterns of college faculty and possible adaptations to the changing environment by colleges are addressed. In the early twentieth century, the largest American universities were staffed by two distinct types of faculty: those who made a long-term (usually a lifetime) commitment to teaching similar to that of the clergy; and those who entered college teaching from other careers (the professional). With the second type came an an emphasis on practical or clinical work and a connection between college employment conditions and trends in the national labor market. More recently there was been a third type of faculty, the research-minded professors. All three types of faculty emphases (teaching, practice, and research) are important, but the notion that faculty must perform well simultaneously in these disparate areas should be challenged. Rather, tenure and promotion criteria should allow for a variety of roles and for a close match between individual talents and institutional needs. A second step might be to redefine the qualifications for academic positions and to facilitate exchange of qualified professionals between the academic and other labor market sectors. (SW)

ED 270 017 HE 019 330

Hilton, Thomas L.; Schrader, William B.
Students of the Humanities in the 1970s and 1980s. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Dec 85
NOTE- 184p.
GRANT- OP-20092-83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; College Attendance; *College Graduates; Comparative Analysis; Followup Studies; Higher Education; *High School Seniors; *Humanities; *Longitudinal Studies; *Majors (Students); *Nonmajors; Research Methodology; Student Characteristics; Two Year Colleges; Upper Division Colleges
IDENTIFIERS- *National Longitudinal Study High School Class 1972

A longitudinal study of the educational paths of humanities majors was conducted with a sample of high school seniors who participated in the National Longitudinal Study (NLS) of the High School Class of 1972. Comparisons to the 1980 NLS seniors cohort were also made. Students completed a survey as seniors as well as four follow-up surveys. The following concerns were investigated for 1972 seniors who attained a bachelor's degree in the humanities by October 1979: pathways to the degree, differences between students earning humanities degrees and students earning degrees in other fields, differences between humanities and nonhumanities majors that were evident in 1972, and differences between 1972 and 1980 humanities majors. Student pathways were: the extent of high school academic studies, college entry and attendance at two- or four-year colleges, enrollment in a four-year college after two years of study, majors, and field of work students expect for themselves at age 30. Results were also assessed by student characteristics: sex; socioeconomic status; race (White, Black, and Hispanic); ability, and educational attainment (graduate and professional school studies). Finally, characteristics of students changing majors (joining/leaving the humanities) were considered. Numerous tables and figures are interspersed throughout the text. Information on data processing steps is appended. (SW)

ED 270 030 HE 019 344

Short, Craig; Christal, Melodie E.
An Evaluation of Alternative Delivery Modes for Information Services.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Storage Devices; *Delivery Systems; Higher Education; Information Centers; *Information Dissemination; *Information Services; Information Storage; *Reports; Statistical Data
IDENTIFIERS- *Floppy Disks; *National Center for Higher Educ Management Systems

The use of the floppy disk as an alternative mode for delivering Information Services reports was evaluated for fiscal year 1985 by the National Center for Higher Education Management Systems (NCHEMS). A 5.25 inch, 8/9 sector, 40 track ASCII floppy disk used under PC-DOS on the IBM PC and IBM PC compatible hardware was tested. Tabular data but not graphics can be provided using this medium. The information can be provided as either a simple data file or in electronic spreadsheet format (such as Lotus 1-2-3). The NCHEMS HP3000 Series III computer is used to process data from the NCHEMS higher education holdings and generate the reports. In pilot testing the floppy disk with several clients, NCHEMS provided the following reports: educational and general revenue by source per full-time equivalent (FTE) students, and educational and general expenditures by function per FTE student. A letter from a client is appended that notes the success of the floppy disk as a mode of delivery. The client received finance reports on floppy disk in Lotus 1-2-3 format, and the data were trouble free and immediately usable. (SW)

ED 270 044 HE 019 358

Strand, Bobbie J., Ed.; Hunt, Susan, Ed.
Prospect Research: A How-to Guide.
Council for Advancement and Support of Education, Washington, D.C.

REPORT NO.- ISBN-0-89964-244-6
PUB DATE- 86
NOTE- 171p.
AVAILABLE FROM- Council for Advancement and Support of Education, Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($20.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - General (020)
DESCRIPTORS- Agency Role; Business; *Donors; *Financial Support; *Fund Raising; Guidelines; Higher Education; Industry; *Information Needs; Institutional Characteristics; Philanthropic Foundations; Program Administration; Research Libraries; *Research Needs; *School Business Relationship

Advice on prospect research to help colleges raise more money from major donors is provided in 14 chapters, and 15 sample forms for processing research are appended. The advice covers how to discover prospects' interests and assets, and the potential match of a donor to the college's needs. Chapters address: collecting, organizing, and evaluating research on corporations, foundations, and individuals; writing a research manual; creating a productive research environment; and conducting telephone research. Chapter titles and authors are: "An Introduction to Prospect Research" (Alfred Blum, Jr.); "A Prospectus for Prospect Research" (Emily Pfizenmaier Henderson); "Creating a Productive Research System" (Bobbie J. Strand); "Portrait of a Prospect" (B. Strand); "Finding the Fabulous Few: Why Your Program Needs Sophisticated Research" (E. Henderson); "Evaluating and Analyzing Research" (B. Strand); "Prospect Research on Corporations and Foundations" (Mary Kay Murphy); "Critical Clues in Foundation and Corporate Research" (B. Strand); "Writing a Prospect Research Staff Manual" (Betty Taylor Bright, Bruce William Flessner); "Telephone Research: Strategic Tool in Fund Raising" (M. Murphy); "Managing the Research Process" (B. Strand); "Prospect Management and Tracking" (B. Strand); "The Future Role of the Prospect Researcher" (Marc W. Jaffe); and "Working Tools" (B. Strand). Information on books that should be included in a research library is included, along with an annotated bibliography. (SW)

ED 270 058 HE 019 373

Jones, Noel K.
Differing Views of Basic Studies Curricula.
PUB DATE- 16 Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *College Curriculum; *College Instruction; *Educational Objectives; *Educational Philosophy; *General Education; Governance; Higher Education; Learning Experience; Learning Theories; Program Administration

Five positions on the nature and purpose of basic studies in the college curriculum are considered. The five positions are summarized as follows: (1) to develop essential skills; (2) to introduce students to disciplines of knowledge; (3) to introduce students to the basic modes of thinking or ways of knowing; (4) to develop understanding and appreciation of seminal ideas, events, and products of human culture; and (5) to engage students in the processing of meaningful learning. These positions are also analyzed in terms of their focus on content, teaching, learning, governance, and utilization. Philosophical and educational assumptions about the five positions are also discussed with attention to mission and goals, views of knowledge, views of teaching and learning, and value differences. Compatibility of the five positions are also addressed. Seven suggestions concerning the issues of organizational support for basic studies programs are offered, including: formal adoption of curriculum design and rationale for the basic studies program; and an on-going program review process. Finally, five suggestions concerning provision of support for instructional processes within basic studies programs are presented that include adequate time and resources and consultation services. (SW)

ED 270 072 HE 019 596

Annual Evaluation Report, Fiscal Year 1985. U.S. Department of Education.

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- 85
NOTE- 354p.
AVAILABLE FROM- U.S. Department of Education, Office of Planning, Budget, and Evaluation, Planning and Evaluation Service, Room 3127, FOB-6, 400 Maryland Avenue, S.W., Washington, DC 20202 (limited supply).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bilingual Education; Contracts; Educational Research; *Elementary Secondary Education; Eligibility; Federal Aid; Federal Legislation; *Federal Programs; Libraries; *Postsecondary Education; Program Descriptions; *Program Evaluation; Special Education; Student Financial Aid; Vocational Education
IDENTIFIERS- *Department of Education; Excellence in Education

This report, a guide to 95 programs administered by the U.S. Department of Education, covers activities current as of September 30, 1985. Program profiles identify the enabling legislation, funding since 1981, the purpose of the program, and for some programs eligibility, strategies, and subprograms. Also specified for each program are: program objectives for fiscal year (FY) 1985, progress and accomplishments, costs and benefits, program effectiveness, highlights of activities, and a list of supporting studies and analyses. Any studies of the program that are planned or in progress are also listed, along with information contacts. The directory covers: 21 programs under the Office of Elementary and Secondary Education, 5 programs under the Office of Bilingual Education and Minority Languages Affairs, 25 programs under the Office of Special Education and Rehabilitative Services, 7 programs under the Office of Vocational and Adult Education, 24 programs under the Office of Postsecondary Education, and 13 programs under the Office of Educational Research and Improvement. A summary of evaluation contracts active during FY 1985 is provided in an appendix. For each contract, the following data is supplied: the funding amount, brief description of the contract, the contractor's name and contract number, start and end dates, and project officer's name. An index to the 95 programs is appended. (SW)

IR

ED 270 085   IR 012 098

Landberg, Ted; Winkler, Stanley
Starting and Operating a Microcomputer Support Center. Reports on Computer Science and Technology.
National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS-SP-500-128.
PUB DATE- Oct 85
NOTE- 43p.; For related documents, see IR 012 096-097.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administration; Computer Literacy; Computer Software; Evaluation Methods; Guidelines; *Microcomputers; Policy Formation; Resources; *Resource Staff; Services; Staff Role; Technological Advancement; *Users (Information)
IDENTIFIERS- Support Facilities; *Support Services

This report identifies and discusses the management issues and resources associated with establishing a microcomputer support center within an organization. A general introduction supplies a definition of a microcomputer support center and a historical perspective on data processing services. The remainder of the document is divided into two major sections--Starting the Center and Operating the Center. Topics addressed include: (1) funding the center; (2) establishing center objectives; (3) need for a clear definition of center responsibilities; (4) options for placement of a center within the organization; (5) level of center staffing; (6) necessary staff skills; (7) sources for staff; (8) center facilities, including space, equipment, and software; (9) suggested center services; (10) hints for maintaining qualified staff, equipment, and software; (11) suggested areas to be covered in policy statements; and (12) evaluation methods for assessing the center operations and its staff. Concluding remarks on the role of the microcomputer support center in managing end user computing, a list of 41 references, and 21 sources for additional information complete the report. (JB)

ED 270 099 IR 012 117

Bowman, Barbara E.; Ellsworth, Randy
Using Microcomputers Interactively in Large Classrooms.
PUB DATE- 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; College Faculty; *Computer Assisted Instruction; Computer Literacy; *Courseware; Higher Education; Incentive Grants; Instructional Effectiveness; Instructional Innovation; *Microcomputers; Questionnaires; *Science Instruction; *Student Attitudes; *Teacher Developed Materials; Video Equipment
IDENTIFIERS- Apple II

In 1980, Wichita State University received a grant to introduce microcomputers as interactive teaching tools in large science classrooms. Through this grant, 18 faculty in 11 departments developed software modules illustrating concepts that are often difficult to teach by usual lecture methods. To determine whether the use of microcomputers in large screen interactive demonstrations would promote more positive student attitudes towards computers, a questionnaire was administered to two groups of students (experimental and control) on a pre- and post-test basis. Students exposed to computer instruction (the experimental group) included 78 in engineering courses, 57 in chemistry, 47 in physics, and 18 in computer science. The control group consisted of 148 students enrolled in a non-microcomputer biology course. Part 1 of the questionnaire was a 17-item "Beliefs about Computers" scale designed to reflect students' general attitudes toward computers. Part 2 consisted of 12 items concerning the use of computers for instructional purposes. Statistically significant differences were found between the experimental and control groups on post-test belief scores supporting the notion that exposure to the microcomputers in classroom demonstrations fosters more positive beliefs about computers. Analysis of Part 2 items showed positive mean pre-post attitude changes on all 12 items, while a positive attitude change was noted for the control group on only one item. A list of six references and author biographies are provided. (JB)

ED 270 113 IR 051 528

Hurych, Jitka; Torok, Andrew
Identification and Analysis of Factors Affecting End Use Online Searching.
Northern Illinois Univ., De Kalb.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Oct 85
NOTE- 33p.
GRANT- CLR-785-E
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Databases; Educational Research; *Faculty; Higher Education; Information Needs; *Library Education; Library Research; Microcomputers; *Online Searching; Online Systems; Surveys; *Users (Information)

Mail surveys designed to determine the current status of end user online searching were sent to three populations: 473 faculty members in 12 departments at 20 universities, online search coordinators in 89 academic libraries, and 15 library school educators. Direct interviews with 10 university faculty members were also conducted. Faculty were surveyed with respect to access to computing resources, familiarity with online searching, and information sources supporting teaching and research needs. Online coordinators were surveyed to identify existing and proposed library-based programs for educating end users. Library science faculty were asked to assess the impact of end user searching on libraries and library school curricula. Direct interviews with faculty who were occasional online users dealt with an evaluation of online searching as an information support for teaching and research. Faculty results indicated a high level of familiarity with online searching but only a moderate level of end user searching. Low level of searching was attributed to lack of computing resources, familiarity with only limited systems, lack of funding, and lack of perceived need. The survey of online coordinators identified several existing or proposed library programs for educating users. The overall reaction of library educators was that library schools are attempting to prepare future librarians to work with a computer-literate end-user population interested in acquiring information directly. All of the faculty members interviewed endorsed the concept of end user searching, but most professed reluctance to do their own searching. It was concluded that a vacuum still exists between the potentially useful resources of academic libraries and the information needs of potential user groups. (Author/THC)

ED 270 127 IR 051 542

OMS Annual Report, 1985.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- 85

NOTE- 33p.; For the 1983 annual report, see ED 243 482.

AVAILABLE FROM- Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (free while the supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; Annual Reports; *Information Dissemination; Information Processing; Inservice Education; Library Acquisition; *Library Administration; *Library Associations; Library Collections; Library Services; *Management Development; Program Implementation; *Research Libraries; Staff Development

IDENTIFIERS- *Association of Research Libraries

This report describes the following 1985 Office of Management Studies (OMS) programs and services: (1) the Academic Library Program (ALP), which includes the Organizational Screening Program, the Collection Analysis Project (CAP), the Preservation Planning Program (PPP), the Public Services Study (PSS), the Management Review and Analysis Program (MRAP), the Academic Library Development Program (ALDP), and the Planning Program for Small Academic Libraries (PPSAL); (2) the Systems and Procedures Exchange Center, including the Information Exchange and Publications Program, the Automation Inventory of Research Libraries, and electronic mail applications; (3) the Organizational Training and Staff Development Program, which provided various management skills institutes and special focus workshops; (4) Applied Research and Development, which provided such services for members of the Association of Research Libraries (ARL) as Preservation Planning Studies, the Collaborative Research/Writring Program, the North American Collections Inventory Project, and public services research and other projects. Also described are highlights of OMS activities in 1985 and OMS priorities for 1986. Appendices include a bibliography of OMS 1985 publications, a brief financial statement, a directory of OMS advisory committees, a list of OMS

consultant trainees and project assignments, and a schedule of services for 1985-86. (THC)

ED 270 140 JC 860 274

Guerrero, Barry J.; Robison, Ruth E.

Holistic Evaluation of Writing Samples for Placement in Post-Secondary English Composition Courses.

PUB DATE- 22 Jan 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Hawaii Educational Research Association (Honolulu, HI, January 22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Evaluation Criteria; Evaluation Methods; *Holistic Evaluation; Student Evaluation; *Student Placement; Two Year Colleges; *Writing Evaluation; Writing Instruction; *Writing Skills

A study was conducted by the Student Development Center of the University of Hawaii at Hilo to develop a writing placement procedure in a community college setting which would be practical, reliable, and valid. The key to this procedure was an English composition placement device that could help readers rate, holistically, writing samples written by prospective two-year college students. A standardization session was held to provide readers with the opportunity to understand the established procedures, gain information about the need for inter-reader reliability, and obtain as much agreement as possible on placement. Each writing sample was to be read by two members of the writing faculty independently, and, if the first two readers did not agree on course placement, by a third. In subsequent rating sessions, 210 writing samples were read. Course placement was agreed upon by the first two readers in 120 (57%) of the cases, while there was dispute requiring a third reading in 90 (43%) of the cases. The following academic year, 62 of the students who wrote writing samples enrolled in a composition course. In 32 out of 61 cases (52%), the instructor's rating of the course the student "should have been" placed in was congruent with the final course recommendation based on the writing sample. Evaluation criteria for placement and the writing sample form are appended. (Author/EJV)

ED 270 153 JC 860 289

Davis, Junius A.; And Others
Mission, Enrollment and Staffing Patterns, Funding Procedures, and Administration and Governance. The North Carolina Community College Study. Final Report.
Research Triangle Inst., Research Triangle Park, N.C.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
REPORT NO.- RTI-3546-00-01FR
PUB DATE- May 86
NOTE- 165p.; For the executive summary, see JC 860 288.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; *Community Colleges; *Educational Finance; Enrollment; Financial Support; *Full Time Equivalency; *Governance; Personnel Needs; *Resource Allocation; *School Personnel; State Aid; State Surveys; Technical Institutes; Tuition; Two Year Colleges
IDENTIFIERS- *North Carolina

The study described in this report was conducted by by the Research Triangle Institute as an inquiry into the staffing patterns, funding allocation formulas and procedures, enrollment trends, and mission and governance of the North Carolina Community College System (NCCCS) and its 58 institutions. Section I of the report provides an introduction to the study, its design and specific objectives, the national and regional context, the history and current composition of the NCCCS, and the organization of the study activities and research questions asked. Section II outlines procedures which included a literature review; an analysis of enrollment, funding, and staffing data of public record; site visits to 12 representative institutions; a survey of all 58 NCCCS colleges; a student survey; interviews with state and institutional administrators; and interviews with other personal contacts. The section also delineates the uses of the information collected and limitations. Sections III, IV, and V present findings, conclusions, and recommendations related to: (1) staffing; (2) methods of calculating student enrollments; (3) trends in the mix of full- and part-time students and the impact of more part-time students on the need for administrative and support personnel; (4) governance, administration, and programs related to the mission of the NCCCS; (5) conversion of technical institutes or colleges to community colleges; and (6) tuition for college transfer courses. (RO)

ED 270 166 JC 860 306

Guglielmino, Lucy; And Others
Competency-Based Adult Education: A Guide to Classroom Management.
Brevard Community Coll., Cocoa, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 86
NOTE- 63p.
AVAILABLE FROM- Dean, Adult/Community Education, Brevard Community College Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Attendance Records; *Classroom Techniques; Community Colleges; *Competency Based Education; *High School Equivalency Programs; Individual Instruction; Recordkeeping; *Teacher Education; *Teaching Methods; Testing; Two Year Colleges

Developed as part of a 310 Special Demonstration and Teacher Training Project undertaken at Brevard Community College in 1984-85, this training guide for new Competency-Based Adult Education (CBAE) teachers offers information on the CBAE concept, individualized instruction, selection of instructional materials, student orientation, and procedures. First, introductory material provides background on the CBAE project at Brevard and the rationale for the development of the training guide. Next, the guide explains the characteristics of CBAE, presenting it as an efficient and effective response to the need for individualized instruction of adult learners, and a solution to the problems created by open entry, open exit programs. The next sections describe the arrangement of CBAE instructional packages, suggest steps in orienting students to CBAE instruction, and offer guidance on the management and storage of instructional materials and tests. Suggestions regarding testing and record keeping are followed by an explanation of procedures related to the final grade, course credit, attendance, co-enrollment of regular high school students, and student placement. Finally, hints are presented on

instructional methods, classroom techniques, problem students, and practices to avoid. Appendices provide samples of various forms, learning guides, a CBAE learning contract, learning laboratory guidelines, and information sheets. (EJV)

Approaches to Staff Development for Part-Time Faculty. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 10p.
CONTRACT- 400-83-0039
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Faculty; *Community Colleges; *Faculty Development; *Inservice Teacher Education; *Part Time Faculty; Personnel Management; Professional Development; *Staff Orientation; *Teacher Improvement; Two Year Colleges
IDENTIFIERS- ERIC Digests

The increased use of part-time faculty in community colleges has left in its wake a large literature on the problems posed by heavy reliance on part-time faculty and on the need to address these problems through staff development programs. Four approaches have been used by community colleges to deal with the staff development needs of their part-time faculty. The first approach is based on a curriculum development model, which is characterized as a set of in-service workshops and courses designed to complement the part-timer's subject expertise with activities to strengthen pedagogical skills and provide information about the community college. The second approach involves the formation of peer support networks through which part-timers share experiences and help each other with problems encountered on the job. The third is a personnel management approach, whereby the college's recruitment, hiring, and evaluation policies are developed with improved instruction in mind. The fourth approach draws upon theories of adult education to involve part-timers in identifying and solving the problems they face on the job. This approach stresses the development of part-timers' awareness of work problems as a means of fostering receptiveness to staff development interventions. All of the approaches seek to instruct part-timers in pedagogical techniques and thus to improve instruction, and aim to integrate part-time faculty into the college community. (RO)

ED 270 210 PS 015 835

Witte, Ray
Neuropsychological Assessment and Neurodevelopmental Screening: A Role in Preschool Programs.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Development; Check Lists; Cognitive Processes; *Educational Assessment; *Evaluation Criteria; High Risk Students; Motor Development; *Neurological Impairments; *Preschool Children; Preschool Education; *Screening Tests; Test Reviews
IDENTIFIERS- *Halstead Reitan Neuropsychological Tests; *Luria Nebraska Neuropsychological Battery

A child's neuropsychological assessment entails the examination of the neurological integrity and functioning of a child's brain and the child's concommitant behavioral responses. This paper reviews the use of two major assessment batteries: (1) the Halstead-Reitan Neuropsychological Tests that measure basic sensory and motor functioning as well as specific higher cortical skills, and (2) the Luria-Nebraska Neuropsychological Battery-Children's Revision, which is based on a neurodevelopmental perspective in regard to cortical functioning, Recognizing that the difficulty lies in finding a screening device that is designed to monitor developmental progress yet is capable of identifying at risk children, the paper argues for a neurodevelopmental screening approach that examines maturational developments as well as the functional integrity of the sensory and motor areas and would evaluate such areas as fine and gross motor development, the basic sensory integrity of the visual, auditory, and tactile modalities, and language. The paper concludes by suggesting that the combination of the neurodevelopmental checklist and the neuropsychological assessment approach provides for a useful and needed early detection system for preschool children. (HOD)

ED 270 224 PS 015 858

Cunningham, Bruce; Andrews, David W.

The Relationship of Achievement and Peer Status to Teacher Attitudes toward Young Children.

PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Peer Relationship; *Preschool Children; Preschool Education; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Sociometric Status

The relationships between teacher attitudes about children, children's peer relations, and achievement orientation were investigated. A total of 18 preschool children were administered the Peabody Picture Vocabulary Test and a standard sociometric nomination procedure as measures of achievement and peer status, respectively. Fourteen student teachers involved in a practicum experience responded to an attitude measurement procedure designed to assess attitudes of attachment, rejection, concern, and indifference. Kendall correlation coefficients indicated a significant relationship between teacher attitudes toward children and children's peer relations. Children who were popular in their peer group were nominated as highly attached by their teachers. Inversely, children's peer rejection correlated positively with teacher concern and rejection, while correlating negatively with teacher attachment. Teachers also were attached to high-achieving children and rejected or were concerned about low-achieving children. The implications for student-teacher relationships and educational environments are discussed. Two pages of references conclude the document. (Author/RH)

ED 270 239 RC 015 717

So, Alvin Y.
Hispanic Education in the 1980s: Issues and Analyses.
PUB DATE- 85
NOTE- 256p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Access to Education; Bias; *Cultural Influences; Disadvantaged; High Achievement; *Hispanic Americans; Labeling (of Persons); *Language Attitudes; Language of Instruction; Low Achievement; Minority Groups; Parent Aspiration; Postsecondary Education; Secondary Education; Socioeconomic Status; Spanish Speaking; *Student Characteristics; Student Financial Aid; Teacher Attitudes
IDENTIFIERS- *Educational Issues; *High School and Beyond (NCES)

Written in the social context of the United States in the 1980s and based on information about Hispanic students, parents, teachers, and schools contained in the national High School and Beyond data set, this book addresses critical issues regarding the status of Hispanic education of interest to Hispanics, policymakers, and academicians. Part I offers a brief historical review and describes the data set. Part II considers the cultural deprivation perspective, focusing on high-achieving Hispanic language minority students from low socioeconomic backgrounds. The two chapters in this part question whether it is necessary to strip Hispanic disadvantaged students of their language and cultural identity in order to promote academic achievement and examine the assertion that Hispanic parents have low educational aspirations for their children and do not exhibit interest in and/or encouragement of their children's education. Part III probes issues relating to the structural perspective: characteristics of high density ethnic minority barrio schools and bias on the part of both Anglo and Hispanic teachers toward Hispanic students. Part IV examines issues emerging in the early 1980s: impact of language of instruction on educational achievement; whether language minority background or low socioeconomic status is more important in explaining Hispanic educational attainment; and consequences of cutbacks in financial aid programs on the college-going behavior of Hispanic students. Part V contains a concluding chapter drawing together the implications of the study. (NEC)

ED 270 299 SE 046 568

H.R. 2823-The University Research Facilities Revitalization Act of 1985. Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session, July 30; October 22, 24, 30, 1985. No. 63.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 86
NOTE- 595p.; Several pages contain small and light type.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; *College Science; *Facility Improvement; *Federal Legislation; Hearings; Higher Education; *Research and Development Centers; Research Projects; Science Education; *Science Laboratories; Science Programs; Technological Advancement; Technology
IDENTIFIERS- Congress 99th

Perspectives on the conditions of academic research facilities and the various funding mechanisms proposed for modernizing them are offered in this report on the University Research Facilities Revitalization Act of 1985 (H.R. 2823). Major components of this bill include: (1) the creation of a university and college research laboratory modernization program in each of the six leading federal Research and Development (R&D) agencies; (2) an authorization of start-up funds for the programs and changes in R&D agency budgets for systematic facility renewal; (3) provisions which assure that large, well established research universities are not favored over smaller or newly emerging academic institutions; (4) plans for cost-sharing programs with federal contributions of approximately 5 billion dollars over ten years and 5 billion in nonfederal funds; and (5) use of a program of matching federal grants. Testimonies addressing these issues and the impact of research facilities on the quality of academic research and science education are presented. (ML)

ED 270 328 SE 046 635

Becker, Betsy Jane; Chang, Lin

Measurement of Science Achievement and Its Role in Gender Differences.

Michigan State Univ., East Lansing.
PUB DATE- 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Data Interpretation; Females; Measurement Techniques; *Meta Analysis; Research Methodology; Science Education; Secondary Education; *Secondary School Science; *Sex Differences
IDENTIFIERS- Science Education Research

Differences in science achievement between males and females have been examined either directly or indirectly in a variety of studies. This investigation reviewed a quantitative synthesis of correlational research on science affect, ability, and achievement conducted by Steinkamp and Maehr. Their findings were reassessed by employing a meta-analysis approach which used tests for fitting categorical models to effect sizes. The reexamination focused on explanations of the reported differences in science achievement between males and females as well as on the role of measurement variables in the size of the gender differences. Results indicated that though gender differences tended to favor males, even significant differences were slight, and gender differences for many subsets of studies were not significant. The size of the gender difference depended in part on the science subject matter being tested and also on the type of measure used in the studies. A reference list and a list of synthesized studies are appended. (ML)

ED 269 961 EC 182 747

White, Stephen

Least Restrictive Employment: The Challenge to Special Education.

PUB DATE- Oct 85
NOTE- 23p.; Paper presented at the International Conference of the Council for Exceptional Children Division on Career Development (Las Vegas, NV, October 9-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment; *Individualized Education Programs; *Job Placement; *Normalization (Handicapped); Secondary Education

The paper addresses the issue of access by disabled persons to the world of work, independence, and adulthood by defining the concept of least restrictive employment and presenting a framework for incorporating it into the public schools. Least restrictive employment is viewed as the placement of disabled youth in paid, integrated employment with the maximum opportunity for career advancement, job security, and job satisfaction. Vocational Skills Training and High-Visibility Low-Incidence Supported Employment are offered as program options for facilitating the implementation of the concept in special education and transitional programs. The approach stresses partnerships with private sector employers, attention to the issue of access to the adult society, and adherance to a set of basic guidelines which address the need for long range vocational goals, sequential vocational program options, and mastery of academic skills tied to occupational criteria. References and figures are appended. (Author/CL)

ED 269 990 FL 015 731

Stone, James C.
Mele-Maat Revisited.

PUB DATE- Nov 85
NOTE- 33p.; Paper presented at the Annual Meeting of the California Educational Research Association (64th, San Diego, CA, November 14-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; Educational Strategies; *English (Second Language); Foreign Countries; *Immersion Programs; *Language Skills; Listening Comprehension; *Program Effectiveness; Reading Comprehension; School Surveys; *Second Language Instruction
IDENTIFIERS- *Polynesia; Tate System of English Language Instruction

This study provides an evaluation of the quality of immersion instruction in English as a second language in the Mele-Maat School, an English-medium, British-administered Polynesian school in Vanuatu, an independent South Pacific nation. The study consisted of one year of baseline data gathering and a second year for replication using standardized tests, observations, video- and audiotaping, interviews with students and teachers, student case studies, and oral and written language sample assessments by panels of U.S. language experts. The effectiveness of the Tate System of English Language Instruction used throughout the South Pacific and based on the empiricist or naturalistic theory of language learning was specifically addressed. Findings indicated that Mele-Maat students' oral and written English was of acceptable, understandable quality by U.S. standards and that their listening and reading achievement was outstanding. (MSE)

ED 270 268 RC 015 774

Virginia Driving Hawk Sneve, Sioux Author. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.

PUB DATE- 76
NOTE- 20p.; For other titles in this series, see RC 015 765-773.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Reservations; *American Indians; American Indian Studies; *Authors; Career Awareness; *Cultural Awareness; Elementary Education; *Learning Activities; Resource Materials; Resource Units; *Role Models
IDENTIFIERS- *Sioux (Tribe); *Sneve (Virginia Driving Hawk); South Dakota

A biography for elementary school students describes the life and career of Virginia Driving Hawk Sneve (Sioux), a Native American free-lance writer, and includes her photograph and a map of South Dakota reservations. A story by Mrs. Sneve tells about a half-Sioux boy who confronts his heritage when his grandfather makes a long journey between his two cultures to deliver a medicine bag. A teaching guide is provided which includes learning objectives, directions for teachers, student activities, vocabulary list, resources list, and an evaluation checklist. (LFL)

ED 270 314 SE 046 613

A Study of Exemplary Mathematics Programs. Final Report.
Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 248p.; Pages 64-71 may be marginally legible due to small print.
CONTRACT- 400-83-0010
LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Demonstration Programs; *High Achievement; Mathematics Education; National Programs; *National Surveys; Program Descriptions; Program Effectiveness; *Recognition (Achievement); Secondary Education; *Secondary School Mathematics; *Success

This is the final report of a two-year study of exemplary mathematics programs in the United States. The schools chosen were selected on the basis of test scores above national norms, test scores above expectations for particular subpopulations (e.g. women, minorities), participation in critical courses, participation above expectations for particular subpopulations, participation beyond the classroom (e.g. clubs, teams), awards for excellence in mathematics by students or the school, postgraduate success in mathematics and other measurable outcome data. A project summary, findings, recommendations, and hypotheses about what aspects of community, curriculum, teaching and leadership are important variables in exemplary programs are presented. Appendices include a bibliography, abbreviated case studies, ten case studies and a selection of journal articles developed from the study. (JM)

ED 269 976 FL 015 715

Linnakyla, Pirjo
The Most Functional English for a Finnish Five-Year-Old.
PUB DATE- 80
NOTE- 22p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Case Studies; *Child Language; Communication Skills; Culture Conflict; *English (Second Language); Finnish; *Language Role; *Language Usage; Pragmatics; Second Language Learning; *Young Children

A descriptive case study reports and examines a five-year-old Finnish child's attainment of English language and communication skills during his first eight months in the United States, within a pragmatic theoretical framework, focusing on the various functions of utterances. The child's language usage is divided into social and egocentric speech and analyzed for communicative intention. The social, control, expressive, and informative modes of usage within those speech categories are distinguished and illustrated. The role of egocentric speech was found to have the most potential for further study, since it seems to reveal the secrets of the child's mind. (MSE)

ED 270 004 HE 019 315

Schnuth, Mary Lee
The Effects of Student Aid Cuts on Higher Education: A Position Paper.
PUB DATE- Oct 85

NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgets; Change Strategies; *College Students; *Eligibility; *Federal Aid; *Financial Problems; Higher Education; Low Income Groups; Middle Class Students; Position Papers; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; *Reagan Administration; State Student Incentive Grants; Supplemental Educational Opportunity Grants; TRIO Programs

Proposed changes in student financial aid for fiscal year (FY) 1986 and their likely effects on higher education are discussed. The Reagan Administration's FY 1986 budget recommends a 25% cut for higher education, or $2.3 billion below the adjusted FY 1985 level of $8.8 billion. All but $100 million of the cuts would come from student aid, and virtually all 5.3 million current recipients would be affected: students without any family resources, as well as students from many middle-income families. About 808,000 middle-income students would be ineligible for Pell Grants in academic year 1986-1987. Seven other aid programs, providing another 2 million awards for undergraduate and graduate students, would be abolished. Almost one million current borrowers would be removed from the Guaranteed Student Loan program by capping eligibility at adjusted gross family incomes of $32,500. A $4,000 cap would be imposed on the total aid any student could receive from all federal programs. All Higher Education Act categorical programs would be terminated except for Title III grants for developing institutions. Additional changes and specific funding levels and modifications for each federal student aid program are covered, along with the effect of the plan on private institutions and community and technical colleges. (SW)

ED 270 031 HE 019 345

Christal, Melodie E.; Kriz, Kaye
NCHEMS Data Acquisitions and Software Enhancements, FY85.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Databases; *Data Collection; *Higher Education; *Information Centers; Information Services; *National Surveys
IDENTIFIERS- *National Center for Higher Educ Management Systems

Holdings of the National Center for Higher Education Management Systems (NCHEMS) and fiscal year (FY) 1985 data acquisitions and software enhancements are discussed. NCHEMS currently hold many years of data from surveys conducted by the National Center for Education Statistics, the National Science Foundation, the Bureau of the Census, the National Longitudinal Survey of the High School Class of 1972, the National Longitudinal Survey of Labor Market Experience, and the Cooperative Institutional Research Program. To ensure currency of its data holdings, NCHEMS continually updates its existing holdings with new data as they are released. Data sets that were acquired in FY 1985 are listed, as well as miscellaneous pieces of data that have been acquired for producing the "Higher Education Financing in the Fifty States" document. NCHEMS has also built a base of standardized software to facilitate accessing, updating, and manipulating data from its comprehensive collection of higher education data. In 1984 it was determined that existing software should only be minimally enhanced until a decision was made to obtain a new computer or to implement a new approach to storage of NCHEMS data collection. (SW)

ED 270 059 HE 019 374

Reauthorization of the Higher Education Act. Guaranteed Student Loans, Volume 1. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (June 4, 5, 11, 13, 19, and 20, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Jun 85

NOTE- 832p.; Parts of document contain small print.

LANGUAGE- English

EDRS Price - MF05/PC34 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Credit (Finance); Federal Aid; *Federal Legislation; *Financial Policy; Financial Services; Higher Education; Interest (Finance); *Loan Repayment; *Student Loan Programs

IDENTIFIERS- *Guaranteed Student Loan Program; *Higher Education Act 1965; Student Loan Marketing Association

Hearings on reauthorization of the Higher Education Act, and specifically Guaranteed Student Loans (GSL), are presented, with a focus on issues of multiple disbursements, loan consolidation, subsidies, and copayments. Witnesses represent the lending institutions, secondary markets, and students. The GSL program is designed to promote the availability of loans from banks and other lenders to college students and their parents. Provisions of the act encourage lenders to disburse individual student loans on a multiple instalment basis two to three times throughout the school year rather than on a lump-sum basis at the beginning of the school year. The act provides a monetary incentive for lenders to do this by permitting additional float on the undisbursed portions of the loans. Loan consolidation was conceived of as a program for a small number of highly indebted students who needed help in managing their indebtedness. Loan consolidation was undertaken by the Student Loan Marketing Association (Sallie Mae) for about a 2-year period. Information is provided on the Sallie Mae Options Program, which allows for reduced monthly loan payments and a fixed interest rate for GSL, National Direct Student Loans, and Federally Insured Student Loans. Application forms for the options program are included. (SW)

ED 270 086 IR 012 099

Holmstrom, Engin Inel
Access to Supercomputers. Higher Education Panel Report 69.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Jan 86
NOTE- 33p.
CONTRACT- SRS-8117037
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Computers; Higher Education; National Surveys; Questionnaires; *Researchers; Research Methodology; *Research Universities; Tables (Data); Technological Advancement; Universities; *Use Studies
IDENTIFIERS- *Supercomputers

This survey was conducted to provide the National Science Foundation with baseline information on current computer use in the nation's major research universities, including the actual and potential use of supercomputers. Questionnaires were sent to 207 doctorate-granting institutions; after follow-ups, 167 institutions (91% of the institutions meeting survey criteria) responded with at least one departmental questionnaire completed. Non-response adjustment weights were used to calculate national estimates. Based on these weighted responses, the study describes computer-use practices of about 33,500 faculty and professional research staff employed in about 1,190 departments in 185 universities in the United States. Findings indicate: (1) only about one in 20 faculty and research staff have used supercomputers in their research; (2) the most frequent use of supercomputers has been in atmospheric sciences--over 20% of the researchers in this field had used supercomputers in their research; (3) over 80% of the 1,190 departments surveyed in 10 science-related fields reported limited access to supercomputers; (4) departments that ranked in the top 50 according to research and development expenditures had more ready access to supercomputers (25%) than departments at other institutions (14%); and (5) access to time on supercomputers was ranked first among the types of assistance needed to increase their use. Nine data tables, the study questionnaire, and a summary of the research methods are provided. (JB)

ED 270 100 IR 012 220

Klausmeier, Jane A.
Accessing ERIC with Your Microcomputer. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
NGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Software; Databases; *Information Retrieval; *Microcomputers; *Online Searching; *Online Vendors; Telecommunications
IDENTIFIERS- *ERIC; ERIC Digests; Modems

Focusing on how to use a microcomputer as a terminal for searching online databases, this digest addresses the following topics: (1) hardware and software requirements; (2) configuring the software; and (3) basic requirements for specific microcomputers. Special features in communications software which allow microcomputer users to do database searching are described, such as print commands, save commands, access to command mode, format display, default setting, and status indicator. Suggestions for software configuration include telephone numbers for three major database vendors--DIALOG, BRS (Bibliographic Retrieval Services), and SDC (System Development Corporation). Finally, the hardware necessary to use a computer as a terminal is discussed, including interface modules, modems, modular jacks, acoustic couplers, and internal modems. A list of 10 different microcomputers and the hardware and software necessary to use them as terminals completes this digest. (JB)

ED 270 181 JC 860 322

McKay, John R.
Merit Pay: A Plan That Works.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the National Conference on Faculty Evaluation and Development (Kansas City, KS, April 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; *Faculty Development; *Faculty Evaluation; Incentives; Job Performance; *Merit Pay; *Personnel Policy; Program Descriptions; Recognition (Achievement); Teacher Salaries; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Sumter Area Technical College SC

An overview is provided of Sumter Area Technical College's (SATC's) successful faculty evaluation and merit pay plan. Following introductory material on SATC, a discussion is presented of the reasoning behind resistance to efforts to tie faculty evaluation to merit pay. Next, SATC's evaluation system is set in the context of the college's overall emphasis on excellence program, which involves ongoing program and personnel evaluation, recognition of outstanding achievement, and faculty and staff development. The next section presents a description of SATC's faculty evaluation system, contrasting the evaluation program that was initiated in 1978 and utilized a personality inventory coupled with self-evaluation with the revised system that was implemented in 1981. The three components of the revised system (i.e., the job description, the individual action plan, and the college plan) are explained. The next section describes various aspects of the merit pay system which supports evaluation, focusing on: (1) four types of salary increases usually utilized by two-year colleges; (2) seven steps essential to implementing a merit pay plan (i.e., planning; judgments of faculty performance; development of explicit criteria about what good teaching is; open, continuous communication between faculty and administration; an adequate budget; continuous monitoring and refinement of the evaluation system; and accountability); (3) problems encountered by SATC with the approach; (4) advantages of the evaluation and merit pay system; (5) decisions to be made in the initial planning of such a system; and (6) the division of money in SATC's system. (RO)

ED 270 195 JC 860 340

Report of Fiscal Year 1986 Winter Quarter/Spring Semester Illinois Public Community College Opening Enrollment and Community Education (Non-Credit) Enrollments and Community Service Activities Survey Report: Fall 1985 and Report on Summer Term Enrollment (Summer 1986/Fiscal Year 1987).

Illinois Community Coll. Board, Springfield.

PUB DATE- Jul 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Community Education; *Community Services; *Enrollment; Enrollment Rate; *Enrollment Trends; Noncredit Courses; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

These three reports offer data and analysis on enrollments in the Illinois public community colleges, focusing on second term (i.e., winter quarter or spring semester) enrollments in fiscal year (FY) 1986, community education/non-credit enrollment and community service activities in fall 1985, and summer term 1986 enrollments. Selected findings include the following: (1) headcount decreased by 8.4% and full-time equivalent (FTE) enrollment decreased by 4.7% from second term enrollment in FY 1985; (2) compared with fall 1985 enrollment, second term headcount and FTE enrollments decreased 6.2% and 6.6%, respectively; (3) of the 54,637 students participating in non-credit courses in 46 of the 50 Illinois community colleges, approximately two-thirds were female; (4) the 50 colleges offered more than 1,600 community service workshops, conferences, and seminars, serving a total of 69,743 participants; and (5) total summer 1986 headcount enrollment was 167,515, representing a decrease of 4.9% over the previous summer. (EJV)

ED 270 211 PS 015 836

Wolfe, Barbara, Ed.; Herwig, Julia, Ed.
The Head Start Home Visitor Handbook: Building a Home-Based Program.
American Association of Community and Junior Colleges, Washington, DC. Council for Occupational Education.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Mar 86
NOTE- 248p.; Developed by the staff of the Portage Project.
AVAILABLE FROM- Cooperative Educational Service Agency #5, Portage Project, Portage, WI 53901 ($10.00, plus shipping).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; Evaluation Criteria; Family Counseling; *Family Environment; Family Involvement; *Home Programs; *Home Visits; Motivation Techniques; Parent Child Relationship; Preschool Education; *Program Development; Program Evaluation; *Program Implementation; Young Children
IDENTIFIERS- Home Based Programs; *Project Head Start

Developed to help the home visitor build an effective home-based program for Head Start children and their families, this handbook is intended to serve as a blueprint for parent-focused home visits that assist the child and family to meet their full potential. The first chapter lays a foundation for the program that includes a home-based philosophy statement, a description of three approaches to home visiting, a review of adult education principles, information about family systems, typical attitudes toward families, and hints for forming effective communication skills with families. The framework for the home-based program is built upon this foundation in the second chapter and takes into consideration the recruitment process and the home visitor's role in it. Chapter three gives an in-depth view of the critical components of a home-based program, a description of how to conduct a high quality home visit, samples of record keeping forms, a detailed discussion of how to plan and implement group socialization experiences, ideas for an effective parent involvement program, and an examination of confidentiality and documentation issues. The final chapter provides a list of problems frequently faced by home visitors and suggests possible solutions. Criteria for a successful home-based program, sample home-based curricula, and eight pages of references are appended. (HOD)

ED 270 225 PS 015 859

Shareef, Intisar
Incorporating African Culture in the Early Childhood Environment.
PUB DATE- 86
NOTE- 165p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *Black Culture; Black Education; *Black Youth; *Curriculum Development; *Day Care; Early Childhood Education; *Learning Activities; Lesson Plans
IDENTIFIERS- California (Oakland)

This practicum addressed the need for an African Studies curriculum guide for early childhood education by developing 30 activities which could be integrated into the practical life, language, geography, art, and music areas of child care centers. Practicum goals were to (1) develop a curriculum guide of age appropriate learning activities for teaching about Africa; (2) conduct on-site inservice teacher training sessions to familiarize staff with the guide and assist in developing materials; (3) assess implementation of the guide via a checklist; and (4) pre- and posttest the children receiving instruction. During the implementation process teachers developed materials and integrated them into their settings. Children worked with the materials and showed appreciable gains in knowledge and positive attitudes about Africa. Lesson plans are included in the appended related materials. (Author/RH)

ED 270 253 RC 015 758

Wall, Milan

Information Technologies: Alternative Delivery Systems for Rural Schools. Report Update.
Wall & Associates, Lincoln, NE.
SPONS. AGENCY- Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- 20 Nov 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; *Curriculum Enrichment; *Delivery Systems; *Distance Education; *Educational Technology; Educational Television; Interactive Video; *Program Descriptions; *Rural Schools; Secondary Education; Small Schools; Teleconferencing; Telecourses; Videotape Recordings
IDENTIFIERS- Colorado; Interactive Systems; Kansas; Missouri; Nebraska; North Dakota; South Dakota; Wyoming

Technological delivery systems currently available or in use are examined for adaptability by rural schools, especially high schools faced with increasing demands to expand curriculum. This report focuses on the Mid-Continent Regional Educational Laboratory's (McREL's) service area of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming, but the information would be useful to policymakers concerned with rural schools in other regions. Descriptions, expenses, and advantages are given for audio teleconferencing, videotape lessons, interactive television, interactive video, and computer networks. Profiles are provided for 20 projects employing modern informational or telecommunications technologies to expand instructional access or quality. Project description, implications for rural schools, costs, comments about enrollments, evaluations, alterations, and name/address of contact person are provided for each project. A chart lists information about technology-oriented delivery systems already available in McREL's seven-state area. The report emphasizes delivery systems which schools could employ immediately without tremendous expense and those which combine technologies with face-to-face supervision. Practical advice for choosing technologies emphasizes practicality, resource sharing, overcoming political barriers to change, and adapting principles of successful entrepreneurship when implementing new technologies. (LFL)

ED 270 283 RC 015 794

Ploch, Louis A.

Recent Inmigration to Maine: The Who and Where of It.
Maine Univ., Orono. Dept. of Agricultural and Resource Economics.
REPORT NO.- ARE-369
PUB DATE- Oct 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; Demography; Educational Attainment; Family Size; *Individual Characteristics; *Migration Patterns; Motivation; Population Education; *Population Trends; Relocation; Rural Population; Trend Analysis; Urban to Rural Migration
IDENTIFIERS- *Maine; *Newcomers

Analysis of demographic characteristics of 411 recent inmigrants to Maine, as revealed in a random mail-back questionnaire sample of persons who exchanged an out-of-state driver's license for a Maine one during July-December of 1980 or 1983, indicated that trends and relationships noted in previous studies are continuing into the 1980s. Inmigrants tended to be from the Northeast (65%) and particularly New England (35%). They tended to move from large urban areas (counties of 250,000 population or over) and preferred living in Maine's smaller communities. While only 15% of the inmigrants were born in Maine, 42% had lived in the state at one time, 92% had visited Maine at least once, and 28% had owned property in Maine prior to inmigration. One-seventh of the sample was 65 or older, with 71% being under age 50. Average household size was 2.6 persons. Families contained an average of 0.27 preschool children and 0.53 school aged children per household. Young adults were highly educated, with 68% of female and 70% of male respondents attaining at least 1 year of college education. Because their migration to Maine was largely voluntary and quality-of-life oriented, it can be assumed that most inmigrants will attempt to "fit into" Maine life. (NEC)

ED 270 300 SE 046 574

Informing Workers of Chemical Hazards: The OSHA Hazard Communication Standard.

American Chemical Society, Washington, D.C.

PUB DATE- Apr 85

NOTE- 17p.

AVAILABLE FROM- American Chemical Society, Department of Government Relations and Science Policy, 1155 16th Street, NW, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accident Prevention; *Chemical Industry; Communications; *Environmental Standards; Federal Legislation; *Hazardous Materials; *Occupational Safety and Health; Public Health; *Safety; *Safety Education; Science Education

IDENTIFIERS- *Occupational Safety and Health Administration

Practical information on how to implement a chemical-related safety program is outlined in this publication. Highlights of the federal Occupational Safety and Health Administrations (OSHA) Hazard Communication Standard are presented and explained. These include: (1) hazard communication requirements (consisting of warning labels, material safety data sheets (MSDS), and training programs); (2) hazard determination (clarifying evaluative procedures); (3) written communication program (specifying program requirements); (4) labels and other forms of warning (explaining the purposes and procedures of labeling); (5) material safety data sheets (listing the minimal requirements for all MSDS); (6) employee information and training (describing the basis of an employee training program); (7) trade secrets (delineating rights and limitations involving the chemical's identity); and (8) state and local governments' roles (reviewing the status of hazard communication laws). A glossary of terms related to the hazard communication standard is also provided. (ML)

ED 270 329 SE 046 640

Engineering Education Problems: A Guide to Legislative Action for NSPE State Societies.

National Society of Professional Engineers, Washington, D.C.

PUB DATE- Jan 86
NOTE- 37p.
AVAILABLE FROM- NSPE, 1420 King Street, Alexandria, VA 22314. ($20 non-members, $10 members; publication No. 1016).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Case Studies; College Science; Data Analysis; Data Collection; *Engineering Education; Equipment; Evaluation; *Laboratory Equipment; Obsolescence; *Politics of Education; *Resource Materials; Science Education; Teacher Salaries; *Teacher Shortage; Teacher Student Ratio
IDENTIFIERS- *National Society of Professional Engineers

This document is intended to serve as a resource for state societies of the National Society of Professional Engineers (NSPE) in the preparation of action plans targeted at legislative changes in support of engineering education. The results of action taken recently by various state legislatures in response to NSPE state society activities are reviewed. Guidelines for development of an action plan include publication of pertinent data (Appendices A and B provide examples), lobbying, Political Action Committee involvement, hints for contacting legislators (Appendix C), hints for contacting media (Appendix D) and useful source documents (Appendix E). A guide to implementation of the action plan poses such questions as: (1) What resources are needed to solve the problem?; (2) What form should the resources take?; and (3) For how long should the resources be provided? Summaries of case studies of successful initiatives from New Mexico, Illinois, Missouri, Pennsylvania and Michigan are provided. (JM)

ED 270 018 HE 019 331

Boyd, Marcia A.
Performance Logic in Simulation Research at the University of British Columbia.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Experience; *Clinical Teaching (Health Professions); *Dental Schools; Dental Students; Educational Equipment; Educational Research; Foreign Countries; Higher Education; Observation; *Performance Factors; Simulated Environment; *Simulation; *Skill Development; *Student Experience
IDENTIFIERS- University of British Columbia (Canada)

Advantages of the performance simulation setting are considered, along with what can be studied or developed within this setting. Experiences at the University of British Columbia (UBC) and views on future development and research opportunities in the performance simulation setting are also discussed. The benefits of simulating the clinical setting in preclinical training, with dental education as the point of reference, are addressed. Each unit for practicing dentistry is identical and the equipment design reinforces principles and philosophies of performance logic. Referenced positions of the model and standardized equipment provide a controlled environment that promotes research as well as observation of the student. The objective is to observe and analyze the interaction of all variables involved in the delivery of dental care to enhance performance. Developments at UBC and changes that have taken place since 1982 are discussed with attention to the following variables in the performance setting: instrumentation in the oral cavity, simulation of hard and soft tissues in the oral cavity, technical or physical support such as light sources and the dental students' seat, dental student characteristics such as posture and vision, standardization through the use of numeric language, and teaching techniques. (SW)

ED 270 045 HE 019 359

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid.

New York State Education Dept., Albany.

PUB DATE- Dec 85
NOTE- 65p.; Some tabular material contains small print. For previous edition, see ED 255 136.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Students; Educational Opportunities; Federal Aid; Federal State Relationship; Grants; Higher Education; Scholarships; *State Aid; *Statewide Planning; *Student Financial Aid; *Student Loan Programs; Tuition
IDENTIFIERS- *New York; *Tuition Assistance Program NY

The scope and operation of student financial aid programs in New York State are described, and recommendations to enlarge educational opportunity are offered. State-administered programs consist of noncompetitive awards, including the Tuition Assistance Program (TAP), scholarship programs for high school seniors, and scholarships and fellowships, including those targeted to students in health fields. Data are provided on the types of student aid and numbers of new scholarship and grant award in 1984-1985 as well as the total number of student loans. Federal student aid programs in New York are also considered, including Pell Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, and College Work-Study funds. An analysis of trends in TAP for 1983-1984 and 1984-1985 covers: number of recipients by sector and level, the proportion of full-time students who are TAP recipients, the distribution of TAP awards by sector and level; and average awards. In addition to discussing the relationship of state, federal, and institutional student aid programs, summary data for 1982-1984 are presented on the distribution of governmental and institutional aid programs at degree-granting institutions. Regents' recommendations cover increasing access, improving tuition awards for part-time study, and improving articulation of state and federal programs. Thirty-two data tables are included in the report. (SW)

School District Planning. Grades 9-12. Computers in Education. IMPAC: Instructional Microcomputer Project for Arkansas Classrooms.

Arkansas State Dept. of Education, Little Rock. Arkansas Commission on Microcomputer Instruction.

PUB DATE- 85
NOTE- 70p.; For related document, see ED 264 845.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; *Computer Assisted Instruction; Computer Literacy; *Computer Science Education; Course Descriptions; Courseware; Evaluation Criteria; Guidelines; *Inservice Teacher Education; Instructional Innovation; *Microcomputers; Programing; School Districts; Secondary Education; State Programs
IDENTIFIERS- *Arkansas; *Software Evaluation

This document provides guidelines for the preparation of school district plans for implementation of the microcomputer instructional programs recommended for Arkansas high schools. Introductory materials include a history and description of the Instructional Microcomputer Project for Arkansas Classrooms (IMPAC), results of a state-wide microcomputer survey, a statement of IMPAC's philosophy and goals, and recommendations to school administrators for providing leadership to their schools' microcomputer activities. Descriptions are then provided of six areas in which high schools have used microcomputers for instructional purposes: (1) computer-managed or computer-assisted instruction; (2) computer-assisted teaching; (3) computer education courses; (4) business education courses; (5) problem solving; and (6) information management. Recommendations are also provided for selection of software and hardware, space and furniture, and teacher inservice training. Appendices contain a school district planning guide, a list of software evaluation sources, and three different evaluation forms, suggestions for selecting a microcomputer and peripherals, equipment bid specifications and maintenance agreements, a list of members of the computer science course content guide committee, recommendations for classroom facilities (classrooms and laboratories) and electrical equipment, a list of institutions that provide computer courses which meet state guidelines, and outlines of three levels of state-recommended inservice courses for teachers and instructional coordinators. (JB)

ED 270 114 IR 051 529

McCabe, Timothy J.

Interlibrary Loan Photocopying among OHIONET Instititions: A Study Encompassing Its Nature and Various Practices, with Special Emphasis upon the Cost Factor in ILL Photocopying and Reactions to Proposed Cooperative Cost Containment Programs.

PUB DATE- 15 Feb 86
NOTE- 292p.; Master's Thesis, Xavier University, Cincinnati, Ohio. Table of Contents may not reproduce well due to broken type.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Cost Effectiveness; *Interlibrary Loans; Library Cooperation; *Library Networks; Library Surveys; *Library Technical Processes; Program Costs; Questionnaires; *Reprography; Research Libraries; Union Catalogs
IDENTIFIERS- *OCLC

In November 1984, surveys were mailed to the 215 interlibrary loan coordinators of OHIONET institutions asking them to participate in a study of interlibrary loan (ILL) photocopying practices and procedures. Questionnaires were returned by 152 coordinators for a response rate of 71%. The study focused on the use of various tools in the selection and ordering of ILL photocopies (e.g., union lists, the OCLC ILL subsystem, and the OCLC Name-Address Directory); the nature and amount of ILL activity of these institutions; and the factor of cost in the ordering and the supplying of ILL photocopies. The reactions of ILL personnel concerning possible participation by their libraries in proposed cooperative ILL photocopy cost containment programs were also solicited, as well as their attitudes toward the role of the library association in fostering ILL cost containment programs. Respondents were given the opportunity to comment upon any of the topics covered in the survey. A general summation of the study with recommendations for future study are included in this detailed report. (Author/THC)

ED 270 128 IR 051 543

Cash, D. Michele
Scrutiny of the Bounty or Teaching Critical Thinking in
PUB DATE- 15 Oct 85
NOTE- 17p.; Paper presented at the Indiana Library Association Meeting (October 15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Critical Thinking; Higher Education; *Information Seeking; *Library Instruction; Library Research; *Library Skills; Position Papers

This paper, presented at the Indiana Library Association Meeting, discusses critical thinking in general terms and then briefly discusses why it is important to include critical thinking skills in bibliographic instruction sessions at the higher education level. A discussion of the instructional design of bibliographic instruction in relation to teaching critical thinking is followed by specific examples of how one educator has incorporated critical thinking skills into library instruction sessions. A 19-item bibliography divided into sections on Critical Thinking in General and Critical Thinking in Library Instruction is included. (THC)

JC

ED 270 141 JC 860 275

Improving the Articulation/Transfer Process between Two- and Four-Year Institutions.

Western Interstate Commission for Higher Education, Boulder, Colo.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 450p.

GRANT- G008302718

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Articulation (Education); Community Colleges; Cooperative Programs; Educational Counseling; Higher Education; *Information Systems; *Intercollegiate Cooperation; *Online Systems; Postsecondary Education; Program Descriptions; *Transfer Policy; *Transfer Programs; Two Year Colleges

A collaborative project involving four states in the Western Interstate Commission for Higher Education region was conducted to develop an on-line student information system allowing students and their advisors access to current information about course and credit tranfer from two- to four-year institutions. Each state (Arizona, California, Colorado, and New Mexico) has a high concentration of minority students in community colleges who transfer at lower rates than other students. Project activities expressly targeted the improvement of the articulation/transfer process. Three states moved toward the successful development of integrated student information systems. In California, a microcomputer system was developed for use in newly funded transfer centers. In Arizona, Maricopa Community College District developed a course equivalency/degree audit program for its digital computers. In Colorado, a different configuration of software and hardware is being utilized to design an integrated comprehensive student information system at Colorado State University. New Mexico was not successful. The study report includes information on pre-grant activities, timelines, costs, and project results for each state. Appendices (the bulk of the document) include a final evaluation report on the project, materials from a project workshop, sample articulation agreements, Arizona's "Handbook for Articulation Task Forces," and materials developed for specific articulation activities. (EJV)

ED 270 167 JC 860 307

TACSCE Research Annual, 1985.

Texas Association for Community Service and Continuing Education.

PUB DATE- 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; *Adult Education; *Community Services; *Continuing Education; *Leadership; Postsecondary Education; Professional Continuing Education; *Program Administration; Research Projects; School Community Relationship; Two Year Colleges

Designed as a means of promoting research and exchanging results among the members of the Texas Association for Community Service and Continuing Education's (TACSCE's) Research Committee, this Research Annual provides a compilation of articles, abstracts, annotations, and book reviews. The volume contains: (1) "Perspective: The Role of Scholarship in Continuing Education for Continuing Educators," by Charles A. Atwell; (2) "Editorial: Leadership in Continuing Education," by John R. Hoffman; (3) "An Outside Perspective," by Susan S. Schuehler, which reports on a study conducted at Moravian College of institutional image; (4) "Citizenship and Continuing Education: A Model for Communities," by Sheila Rosenberg; (5) abstracts of papers submitted for the TACSCE President's Award competition; (6) "Administrative Responsibilities in Continuing Education: TACSCE Research Committee Project," by John R. Hoffman and Jerry G. Springfield; (7) annotations of recent articles on continuing education; and (8) reviews of "Leadership Strategies for Community College Effectiveness," edited by Dale F. Campbell and "Principles of Good Practice in Continuing Education," by the Council on the Continuing Education Unit. (EJV)

ED 270 240 RC 015 718

Heffernan, William D.; Campbell, Rex R.
Agriculture and the Community: The Sociological Perspective.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Trends; *Community Change; Community Development; Employment Patterns; Income; *Interaction; Quality of Life; *Rural Development; Rural Economics; Social Science Research; Sociology
IDENTIFIERS- *Impact

Emergence of a dual agricultural system, need for sophisticated knowledge and equipment, declining importance of labor, and geographic and organizational concentration of the production and processing of certain commodities are creating changes in rural communities. While some changes will have negative social/economic impacts, the importance of these changes for rural communities should not be exaggerated. Although many rural communities, especially in commercial farming areas such as the corn belt, are heavily dependent on agriculture, much of agriculture is also dependent on the rural community. Aspects of agricultural/community relationships being studied include agriculture and social interaction/quality of life, agriculture and trade patterns, farm and nonfarm income/employment in rural communities, development of satellite systems, loss of the value added nature of the farm product, and concentrated production systems. Future descriptive/analytical study of contemporary rural communities should focus on primary mode of production and proximity to metropolitan areas. Failure to recognize social, economic, and demographic diversity within rural areas, combined with changing relationships between agriculture and the remainder of the rural community leads to inaccurate development policies. With the current crisis in agriculture producing major changes in local

agribusiness structure, it is imperative that researchers, extension personnel, and policy-makers be aware of current structures and their interrelationships in rural communities. (NEC)

ED 270 344 SO 017 132

Haas, Mary E.
How Does the Media Influence the Global Education of Americans?
PUB DATE- Jul 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; Journalism; *Learning Activities; *Media Selection; *Multimedia Instruction; *News Media; News Reporting
IDENTIFIERS- *Media Education

An integral part of the global curriculum is comprised of equipping students to continue to learn. Because most people get their information of current events through the media, the capacity to evaluate the sources of data is vital for real understanding. This teaching unit seeks to address knowledge, skill, and attitudinal objectives through five lessons: "Which Powerful People Can the Students Identify?" "Surveying the Media Use in Our Community"; "Discovering How Different Media Present Information"; "What Is the Best Source of Media?" and "Determining What Makes a Good Reporter." (BZ)

ED 269 962 EC 182 748

Schunk, Dale H.; Cox, Paula D.

Strategy Training and Attributional Feedback with Learning Disabled Students.

PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; *Feedback; *Learning Disabilities; *Learning Processes; Problem Solving; *Subtraction; *Verbal Learning
IDENTIFIERS- *Private Speech

The experiment reported here investigated how verbalization of subtraction with regrouping operations influenced learning disabled students' self-efficacy and skillful performance, and also explored how effort attributional feedback affected these achievement behaviors. Learning disabled students (N=90) from grades 6 through 8 received training and solved problems over six 45-minute sessions. Some students verbalized aloud while solving problems (continuous verbalization); those in a second condition verbalized only during the first half of training (discontinued verbalization); students in a third condition did not verbalize (no verbalization). All students were periodically monitored and either received effort feedback during the first half of training, effort feedback during the second half of training, or no effort feedback. Continuous verbalization led to higher self-efficacy, and effort feedback promoted these achievement behaviors more than no feedback. Delivering effort feedback during the first half of training enhanced effort attributions. Findings support the notion that private speech can help regulate task performance. References, footnotes, and a data table are appended. (Author/CL)

ED 269 991 FL 015 732

El Arco Iris (The Rainbow): a Bilingual Prekindergarten Instructional Television (ITV) Project.

Brownsville Consolidated Independent School District, Tex.; Texas Education Agency, Austin.

PUB DATE- 86

NOTE- 26p.; An exemplary program selected for the Demonstration Programs for School Improvement (DPSI) Network by Texas Education Agency.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bilingual Education Programs; *Demonstration Programs; *Educational Television; English (Second Language); Instructional Innovation; Lesson Plans; *Parent Participation; *Preschool Education; Program Descriptions; Public Schools; *Spanish Speaking

An exemplary prekindergarten television program, developed by the Brownsville, Texas Independent School District, is described. The program, intended for Spanish-speaking four-year-olds, is an alternative to providing an in-school program necessitating classrooms, teaching staff, materials, and equipment. The program prepares students for formal schooling, promotes parent participation, emphasizes the importance of education, and promotes

maximum language development in both Spanish and English. The unique requirement of the program is parent participation. Parents and children attend the viewing of an instructional videotape and then are grouped separately; aides reinforce the lesson's objectives with the children while other aides discuss the lesson with parents and demonstrate at-home enrichment activities. Each videotape has three components: a lesson, storytelling, and a home activity. A video character acts as a friend to the children and elicits responses and questions during the viewing. The program's effectiveness is illustrated by increased attendance in subsequent regular classes, improved performance on standardized tests, and higher than average performance in subsequent grades among program participants. Sample one-week children's and parents' lesson plans, the instructional television schedule, a list of lessons, and a list of television network participating stations are included. (MSE)

ED 270 154 JC 860 290

Abbott, Judith A.
Student Assessment Pilot Project: Maricopa County Community College District JCEP Project #JZ-309, 1985-86.
Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- May 86
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Comparative Analysis; Educational Counseling; *Educational Testing; Experimental Programs; Pilot Projects; *Policy Formation; Program Development; School Policy; *Screening Tests; *Student Placement; *Test Selection; Two Year Colleges
IDENTIFIERS- *Assessment of Student Skills for Entry Transfer; *Multiple Assessment Programs and Services

A summary is provided of the 1985-86 goals and accomplishments of Maricopa County Community College District's (MCCCD's) Student Assessment Pilot Project, which was conducted to develop a districtwide database of quantitative and qualitative information upon which decisions about policies, programs, and procedures related to assessment, advisement, and placement could be based. Following a brief introductory statement about the goals of the project, section 1 describes project activities related to policy development, offering background on the recommendations of the Commission on Student Assessment and Initial Course Placement; a summary of the results of a faculty survey about mandatory assessment and placement, including pro and con comments about mandatory assessment, mandatory placement, and developing a districtwide policy; and recommendations for policy formation. Section 2 looks at project activities concerned with procedure selection, including the pilot testing of two placement tests; i.e., the American College Testing Program's Assessment of Student Skills for Entry and Transfer (ASSET) and the College Board's Multiple Assessment Programs and Services (MAPS). This section includes information on the objective and subjective criteria and methods used to evaluate the ASSET and MAPS tests and research services. The bulk of the report consists of appendices which provide: (1) a policy draft and analysis; (2) local normative data about ASSET and MAPS placement test results; (3) a summary of the reliability and validity of the ASSET and MAPS tests; (4) a budget breakdown; (5) an analysis of a MCCCD student survey; (6) a computer programmer's evaluation of ASSET and MAPS; and (7) recommendations comparing ASSET and MAPS. (RO)

ED 270 269 RC 015 775

Hunter, Sally; And Others
Awenen Niin? = Who Am I? 20 "Guess Who" Annual Rhymes in English & Ojibwe.
Minneapolis Public Schools, Minn.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Indian Section.
PUB DATE- 81
NOTE- 47p.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools-Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($1.75, plus $5.00 billing charge unless prepaid).
LANGUAGE- English; Ojibwe
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Languages; American Indians; Animals; *Bilingual Instructional Materials; *Educational Games; Elementary Education; Learning Activities; *Native Language Instruction; *Ojibwa; *Wildlife
IDENTIFIERS- Ojibwe (Tribe); *Riddles

Designed in consultation with Ojibwe elders and tested with students of all ages, the illustrated bilingual booklet uses rhyming "guess who" English riddles with Ojibwe translations to teach about the special characteristics and centrality of 20 woodland animals in American Indian culture. Animals included are the bald eagle, bear, beaver, buffalo, butterfly, deer, fish, owl, loon, moose, muskrat, otter, porcupine, rabbit, raccoon, skunk, snake, squirrel, turtle, and wolf. Each riddle is presented in both languages within a flower-decorated border on one side of each page, with a line drawing of the animal and its English and Ojibwe name printed on the opposite side of the page. Suggested student objectives include identifying each animal by its picture and by the clue given in both languages, responding correctly to each riddle, reading each riddle in both languages correctly, identifying two characteristics of each animal, discussing these characteristic strengths, and describing their importance to human beings. Suggestions offered for extended activities include brainstorming other Native American animals, studying about other animals, writing additional riddles using this booklet's format, making animal puppets, and researching/creating stories/skits about animals describing how/why they got their characteristics and how they are important to human beings. (NEC)

ED 270 315 SE 046 616

Fitch, Thomas C.
A Research Perspective: Honors Project for Outstanding Teachers of Science in Illinois.
Illinois State Univ., Normal.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Inservice Teacher Education; Instructional Improvement; Science Education; *Science Programs; *Science Teachers; State Programs; *Teacher Participation
IDENTIFIERS- *Illinois; National Science Foundation; *Outstanding Teachers

Twenty-eight outstanding elementary/middle school teachers of science were selected to participate in an honors program being conducted over a three-year period (1985-87) on the campus of Illinois State University. The project, based on the belief that the teacher is the key to addressing the present crisis in science education, was funded by the National Science Foundation. The undertaking includes strands of computer application, teaching methodology, instructional materials developed, involvement of industrial scientists, and leadership development in science. The program primarily provided for the teachers: (1) a renewal and updating in the latest scientific breakthroughs; (2) involvement in an analysis of science education; and (3) leadership opportunities in conducting in-service teacher workshops in science throughout the state. The workshops were devoted to the preparation of written materials for computer, demonstration, laboratory, and instructional use and were designed by the participants to aid other teachers in improving their science courses. The results were disseminated throughout the school districts of Illinois and beyond. (Author/ML)

ED 269 977 FL 015 716

Bartning, Inge

Aspects of the Teaching and Learning of Communicative Competence in French.

PUB DATE- 80
NOTE- 13p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); *Curriculum Development; Foreign Countries; *French; Material Development; *Notional Functional Syllabi; Secondary Education; Second Language Instruction; *Student Developed Materials
IDENTIFIERS- Council of Europe (France); Sweden

An experiment in teaching French in Sweden was based on a version of a Council of Europe proposal for a core language curriculum consisting of basic needs for language functions, notions, topics, vocabulary, and grammar. The model targets a variety of learning and age levels, but the Swedish program concerned secondary level teaching of French as a second or third language. Teachers and students working together to develop lists of typical situations in which French skills would be needed produced 36 dialogues based on that information. An analysis of the experiment concluded that, while the approach produces a high level of interest and motivation among students, it has several disadvantages. Some disadvantages are: it can be used in only a limited way because most students do not know what their linguistic needs are; the method addresses primarily productive rather than receptive skills; the vocabulary used is elementary and based on the learner's own limited experiences; the content tends to be self-centered; and there is the potential for producing lists of phrase-book utterances, the kind of material the method is trying to avoid, rather than creative linguistic competence. (MSE)

Long, Joan E.; And Others
The Effects of Teacher Sex Equity and Effectiveness Training on Classroom Interaction at the University Level.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Classroom Communication; Classroom Techniques; College Faculty; *Faculty Development; Feedback; Higher Education; Interaction Process Analysis; Sex Bias; *Sex Fairness; Student Behavior; Student Participation; *Teacher Behavior; *Teacher Student Relationship; Teacher Workshops

The effects of faculty training in sex equitable and effective interaction skills were assessed. Twenty-three professors participated in a two and one-half day training workshop that focused on (1) the elimination of sex-biased teacher-student interactions in the classroom; and (2) the distribution, precision, and quality of teacher responses to students' verbal behavior. Each classroom was observed three times, resulting in 138 (45 minute) observations. The INTERSECT Observation Instrument was used by five trained observers to code classroom interactions for each observation. Compared to a matched control group of 23 professors, the teachers who underwent training had significantly more interactions with students. Training increased interaction by 38%, reduced the percentage of salient students who monopolized interaction, and also reduced the percentage of silent or nonparticipating students. More students participated more equitably in the classrooms of the trained teachers. Training also increased the range and precision of professor reactions to student responses. Over half of the untrained teachers' reactions were in the acceptance category (a non-evaluative, diffuse response), while trained professors used more praise, remediation, and criticism, which gave more precise and helpful feedback to students. (Author/SW)

ED 270 032 HE 019 346

Tetlow, William L.
Funder Report on Decision Support Systems Project Dissemination Activities, Fiscal Year 1985.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 85
NOTE- 9p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *College Administration; College Faculty; Computer Oriented Programs; *Conferences; Databases; Decision Making; Enrollment Trends; Financial Policy; Higher Education; *Information Centers; Information Dissemination; Long Range Planning; Models; *Programed Instructional Materials; *Videotape Recordings
IDENTIFIERS- *Decision Support Systems; *National Center for Higher Educ Management Systems

Dissemination activities for the Decision Support Systems (DSS) for fiscal year (FY) 1985 are reported by the National Center for Higher Education Management Systems (NCHEMS). The main means for disseminating results of the DSS research and development project has been through computer-generated video presentations at meetings of higher education administrators and officials. For 13 presentations at 1985 professional meetings, information is provided on: the name of the association/school, the occasion, the location, the date, the presentation title, and the number in attendance. A secondary dissemination approach is the "NCHEMS DSS Demonstrator," a series of templates that works as a teaching tool for administrators and officials. The Demonstrator includes four application models for common college and university decision support systems: enrollment management, faculty database, budget development, and long-range financial planning. The Demonstrator has easy-to-follow formatting and provides technical notes on specific techniques to take advantage of the features of Lotus 1-2-3. In addition to describing features of the DSS Demonstrator, information is provided on the number of copies that have been distributed and the types of institutions that were customers. (SW)

ED 270 196 JC 860 341

Lucas, John A.
Follow-Up Study of 1983 Harper Transfer Alumni. Research Report Series Volume XIV, No. 8.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 30 Jun 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - Serials (022)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Educational Trends; Employment Patterns; Followup Studies; Majors (Students); *Outcomes of Education; *Participant Satisfaction; Questionnaires; Two Year Colleges; Two Year College Students; Vocational Followup

A study was conducted at William Rainey Harper College (WRHC) to gather follow-up data on transfer-oriented students 1 year after they had accumulated at least 48 hours of credit at WRHC. All 824 alumni meeting these criteria were mailed a survey form asking about their current status, their evaluation of WRHC, and their activity pattern while at WRHC. Study findings, based on an 83% response rate, included the following: (1) 29% of the respondents were employed full-time, and 74% were in college (59% full-time, 15% part-time); (2) 16% were still enrolled at WRHC; (3) among those who had left WRHC, 69% had transferred to another college and 55% remained in fields closely related to their WRHC major either on their present job or in their major field at their new college; (4) only 55% of the total group had earned an associate degree; (5) respondents reported receiving the most benefit from attending WRHC in the areas of broadening their horizons and increasing maturity and self-confidence; (6) the grade point averages of transfer alumni remained fairly stable after transferring, and was comparable to that of other community college transfers and native four-year college students; and (7) survey respondents rated WRHC much higher in a number of areas than past alumni. The study report includes extensive data tables and the survey instrument. (LAL)

PS

ED 270 226 PS 015 860

Rose, Madeline
On Site Training and Programming for Family Day Care Homes.
PUB DATE- 85
NOTE- 132p.; Ed.D. Practicum, Nova University. Several pages in appendix contain small, broken print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Employed Parents; *Family Day Care; *Infants; *Inservice Teacher Education; *Latchkey Children; Program Development; Program Effectiveness; Program Implementation

The purpose of this practicum was to develop an on-site training program for latchkey family day care home providers. Practicum objectives were to (1) develop a pilot project involving three family day care homes in Pinellas County, Florida; (2) assist caregivers in meeting the annual training requirements; (3) design and implement, on-site, a caregiver's training program; (4) help caregivers plan and implement activities meeting children's developmental needs; (5) establish on-site training programs in all the latchkey family day care homes in Pinellas County; and (6) develop a system of evaluation to measure the effectiveness of the training program. As a result of the on-site training program, the caregivers were able to meet their annual training requirement. Related materials are appended. (Author/RH)

ED 270 284 RC 015 815

Thomas, Ruth G.; And Others
Access to Educational Opportunity in Rural Communities: Alternative Patterns of Delivering Vocational Education in Sparsely Populated Areas. Volume 2: The Heartland Vocational Center: A Decentralized Center.
Minnesota Univ., St. Paul. Agricultural Experiment Station.
REPORT NO.- AD-SB-2714

PUB DATE- 85
NOTE- 110p.; For related documents, see ED 258 733 and RC 015 816-818.
AVAILABLE FROM- Community Resources Distribution, Room 3, Coffey Hall, University of Minnesota, 1420 Eckles Avenue, St. Paul, MN 55108 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Agricultural Education; Case Studies; Cooperative Programs; *Decentralization; *Delivery Systems; *Educational Cooperation; Home Economics; Program Descriptions; *Rural Education; School Districts; School Organization; Secondary Education; *Vocational Education; Vocational Training Centers
IDENTIFIERS- Minnesota; Sparsity (Population)

One of the four case studies addressing access of rural students to vocational education through inter-school district cooperation, the Heartland case study represents the decentralized variation of the center cooperative school pattern, identifies essential features of this form of cooperation, details factors facilitating/impeding the operation/maintenance of the cooperative arrangement, assesses the program's compatibility with its setting, and recommends modifications for further study and development. Distinguishing program features include multiple facilities located in two or more member school districts, center governance structure, organized program of courses associated with the center, center administrative and teaching staff, center budget and financing system, and teaching materials/equipment owned/rented by the center. Chapter I presents the study background, purpose, and method. Chapter II outlines political, geographic, and demongraphic characteristics of Heartland's north central Minnesota "lake country" setting. Chapter III analyzes size, facilities, finances, governance, staff, scheduling, curriculum, students, and perceptions of school personnel and community members of the three participating school districts. Chapter IV focuses on the history, legal structure, financing and costs, curriculum, and transportation of the decentalized center. The next three chapters detail consumer homemaking, occupational home economics, and vocational agricultural programs of the Heartland program. Chapter VIII offers a summary, conclusions, and recommendations. (NEC)

ED 270 330 SE 046 641

Kyle, William C.; And Others
Implementation and Evaluation of an Exemplary Elementary Science Program.
PUB DATE- 86
NOTE- 20p.; Paper set presented at the Annual Meeting of the National Association for Research in Science Teaching, (59th, San Francisco, CA, March 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Inquiry; *Process Education; Science Education; *Science Instruction; Science Teachers; Skill Development; *Student Attitudes; Student Behavior; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Science Curriculum Improvement Study; Science Education Research; Texas

This paper set describes the implementation and evaluation efforts associated with the Richardson Independent School District's elementary science program which has been recognized as a Texas state exemplar in the National Association for Research in Science Teaching's (NSTA) 1985 Search for Excellence. Part I of the paper set outlines the network of activities that constitute the "Science Through Discovery" curriculum, including the nature of the administrative support and the inservice education. Part II and Part III of the paper set focus on the results of the evaluation components of the total implementation project. Student and teacher attitudes in experimental and control classes have been assessed over a two year period of time. In addition, student and teacher classroom behaviors were assessed in the same experimental and control classes during the second year of the project in order to ascertain the correlation between desired and actual implementation goals. The evaluation efforts associated with this project indicate that it is a most successful implementation. (Author)

ED 270 345 SO 017 138

Bents, Richard; Trygestad, JoAnn

Perspectives on Peace.

PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20,
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Measures; *Attitude Measures; *Peace; *Personality Measures; *Perspective Taking; *Q Methodology; Surveys

Students assessed as having different personality types were queried concerning their perspectives on peace. Two hundred seventy-five students (ages 14-18) from Poland, West Germany, and the United States defined peace and indicated the degree of influence they felt they have on the future. Differences in definitions of peace, optimism, and degree of influence on the future were found among the various personality types as designated by the Myers-Briggs Type indicator. The survey instrument (Peace Issues: Attitudes and Values Questionnaire) was a Likert-scale of 45 items designed to identify definitions of peace, student attitudes toward peace, and the degree of influence the student feels he/she has on the future. Items include: "I think our country should spend more money for bombs and other weapons"; "Peace will occur within my lifetime"; "Peace is getting along with others"; and "I know how to work toward peace." (BZ)

ED 270 019 HE 019 332

Expanding Educational Equity in California's Schools and Colleges. Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83. Commission Report 86-4.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 86
NOTE- 38p.; For a supplement to this report, see HE 019 333.
AVAILABLE FROM- California Postsecondary Education Commission, Publications Office, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Affirmative Action; Articulation (Education); Change Strategies; College Preparation; *College School Cooperation; Community Colleges; Educational Change; *Educational Opportunities; Elementary Secondary Education; *Higher Education; Low Income Groups; Minority Groups; Private Colleges; Public Schools; State Colleges; State Legislation; *Statewide Planning
IDENTIFIERS- *California

The challenge of equal educational opportunity in California and lessons from student affirmative action efforts are considered in a California Postsecondary Education Commission task force report, which also offers recommendations to promote high school and college preparation and educational opportunities for low income and minority students. Nine elements of effective secondary school affirmative action efforts are identified, including tutorial assistance and curriculum evaluation. Effective community college occupational and transfer programs have at least five characteristics in common, including skill assessment and articulation with both high schools and four-year institutions. Effective programs of public and private four-year colleges have eight distinguishing factors, including summer bridge programs and orientation programs. Recommendations are offered that concern: clarifying school and college responsibilities, improving the public schools, increasing higher education's services to the schools and to underrepresented students, improving educational information, involving accreditation, and assessing equity efforts.

The implementing agents for the 31 recommendation are identified. Included are responses to the report by six educational officials and the text of California Assembly Concurrent Resolution 83. (SW)

ED 270 046 HE 019 361

Degrees Conferred by Connecticut Institutions of Higher Education, 1984-85. Research Report R-1-86.

Connecticut State Board of Higher Education, Hartford.

PUB DATE- May 86
NOTE- 20p.; Some tables may be marginally legible due to small print. For the previous year's edition, see ED 258 522.
AVAILABLE FROM- Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Graduates; *Degrees (Academic); *Educational Certificates; Females; Graduate Students; *Higher Education; Intellectual Disciplines; *Majors (Students); Males; Masters Degrees; Minority Groups; Private Colleges; Public Colleges; State Colleges; Undergraduate Students
IDENTIFIERS- *Connecticut

Information on 27,016 degrees conferred in Connecticut colleges and universities in 1984-1985 is presented, with attention to discipline and level of the degree and the recipients' gender and minority status. Trends include the following: over the past 10 years, the proportion of bachelor's and master's degrees awarded in the public sector has declined steadily, while it has increased in the private sector; in 1984-1985 more degrees were awarded in business and management than in any other field, while education was second and social sciences third; female students earned slightly more than half of all degrees, consistent with the past 5 years; minority students earned 6.9% of all degrees in 1984-1985, an increase over previous years but still less than minority representation in the state's population; and based on proportions in the state population, Black and Hispanic students are underrepresented among degree recipients and Asian/Pacific Islanders are overrepresented. The declines in degrees following enrollment growth may indicate that more students are enrolling part-time, for short-term, job-related education rather than for traditional programs. Shifts in student demand and interest have implications for institutions in such areas as budget allocations, faculty assignments, program expansion/contraction, and quality standards. (SW)

ED 270 060 HE 019 375

Chaloux, Bruce N.
State Oversight of the Private and Proprietary Sector.
State Higher Education Executive Officers Association.
PUB DATE- 19 Apr 85
NOTE- 38p.; Paper presented at a joint session of the National Association of Trade and Technical Schools and the Association of Independent of Colleges and Schools (Miami, FL, April 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Technology; Evaluation Criteria; *Government School Relationship; Higher Education; *Institutional Evaluation; *Private Colleges; *Proprietary Schools; *State Agencies; State Licensing Boards; State Standards; Telecommunications

State oversight of private colleges and proprietary schools and the criteria used in evaluating institutions are considered. The primary approaches used by states in licensing and authorizing schools to operate and grant degrees are identified: minimum standards, honest practice, and realization of objectives. Tables show the current regulatory status and the variety of state agencies having oversight responsibility for both degree-granting and nondegree-granting institutions for private postsecondary education. Currently 43 states and the District of Columbia have some form of licensure or authorization procedures for private degree-granting institutions. All states except Utah have some form of licensure law for nondegree-granting institutions. Ten categories of criteria often found in state regulations are identified, along with examples of the types of information sought by many states. The criteria concern: purposes and objectives; administration and governance; finances; curriculum and program of studies; faculty; physical plant; library; student services, admissions, and refund policy; publications, and college records. Implications of telecommunications for states and the proprietary sector are briefly discussed. A statement on accreditation and authorization of distance learning through telecommunications is appended. (SW)

The "Do I Have to Teach Computer Literacy?" Handbook. K-12 Scope & Sequence Guide with Teaching Activities for Each Objective. Master. Revised Edition.

North Clackamas School District 12, Milwaukie, Oreg.

PUB DATE- 83
NOTE- 569p.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Literacy; Computer Software; Course Objectives; Elementary Secondary Education; Futures (of Society); Instructional Materials; *Learning Activities; *Learning Modules; *Microcomputers; Teaching Methods; Technological Advancement

Designed to provide K-12 teachers in Oregon with a scope and sequence, a listing of resources, and a large collection of ready-to-use activities for teaching computer literacy, this handbook is divided into nine sections which contain computer literacy instruction keyed to behavioral objectives. Topics covered include: (1) the history of computing; (2) career opportunities directly and indirectly related to computers; (3) the use of computers at home, school, and work; (4) current limitations and future uses of computers; (5) a vocabulary of common computer terms; (6) the structure and function of computer systems; (7) the care and operation of computer equipment and storage media; (8) program generation and usage; and (9) the moral and ethical implications of computer technology. The activities are coded to match the goals in the scope and sequence, and applicable grade levels are indicated. Each activity is prefaced with a description that indicates: the title of the activity, the objective the activity falls under, the grade level or levels to which the activity applies, a description of the activity, materials needed, and additional resources, including suggested answers, cross references to related materials, and sources for more information. (JB)

Clay, Katherine
ERIC for Practitioners. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrators; Cost Effectiveness; *Databases; *Information Dissemination; Information Services; *Information Sources; Information Storage; Instructional Materials; *Research Projects; Research Tools; *Resource Materials; Teachers
IDENTIFIERS- *ERIC; ERIC Digests; Office of Educational Research and Improvement

Designed to demonstrate that the ERIC (Educational Resources Information Center) database is a useful source of information for educational practitioners at all levels, this digest provides an introduction to the ERIC system and describes the National Education Practice File Project (NEPF). This 2-year project was designed to find out from educational practitioners the kinds of information they would find useful, locate appropriate materials, and make this information easily accessible to its audience through the development of a computerized file of practitioner-oriented materials. An overview of the ERIC system briefly describes its acquisition and processing activities; the creation of computerized files for online searching; the publication of two monthly indexes, Resources in Education (RIE) and Current Index to Journals in Education (CIJE); and the types of materials the system contains. Information on the NEPF includes the purpose of the study, its participants and activities, and the results of an evaluation of the resulting computerized file made up of documents that were already in the ERIC file as well as new acquisitions. Emphasis on practitioner documents since the completion of ERIC is briefly demonstrated, and a study of the cost and usefulness of ERIC that was conducted for the Department of Education is noted. Hints on accessing ERIC are also provided, and a list of four references complete the digest. (JB)

ED 270 115 IR 051 530

Christensen, Paul Martin
Jose Vasconcelos, Philosopher-Librarian.
PUB DATE- Jun 76
NOTE- 53p.; Student research paper, Brigham Young University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational History; Intellectual History; *Latin American History; Library Role; *Library Science; Position Papers
IDENTIFIERS- *Vasconcelos (Jose)

Jose Vasconcelos (1882-1959), a major figure of modern Mexican education, also was instrumental in the development of the field of librarianship in Mexico. This research paper presents Vasconcelos' philosophy of librarianship through a detailed study of his writings and a review of major secondary sources. Relying solely on the subjective interpretation of historical documents, the study examines Vasconcelos' autobiographical, philosophical, sociological, and educational works for their relevance to his overall philosophy of librarianship. A brief historical background is provided to place the study in the context of the political upheavals that occurred in Mexico at the time of Vasconcelos' writing. Following an introduction, the paper describes the primary and secondary sources consulted and includes sections on: The Man; The Philosopher; The Sociologist; The Educator; and The Librarian. Bibliographies of sources consulted and cited are included. (THC)

Budget Report & State-Aid Request. Nebraska Technical Community College Areas. For the Fiscal Year 1986-87.
Northeast Technical Community Coll., Norfolk, NE.
PUB DATE- Jan 86
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Community Colleges; *Educational Finance; Educational Legislation; *Enrollment Trends; Expenditures; *Financial Support; Full Time Equivalency; Income; *State Aid; Technical Institutes; Tuition; Two Year Colleges
IDENTIFIERS- *Nebraska

The information in this report is presented in support of a request for state aid and assistance to the Nebraska Technical Community College Areas for the fiscal year 1986-87. Following an introductory statement which discusses the purposes of the data, clarifies terms, and lists special budgetary considerations, an overview is presented of Nebraska legislation affecting the system, including data on state aid distribution. The next sections delineate the budget preparation process and provide a summary of the state aid request. The summary provides: (1) a breakdown and rationale for the colleges' request for a 5.94% increase over the 1984-85 budget; (2) an overview of revenue composition which notes that local property taxes provide a larger share of revenue than state aid; (3) comparisons of state aid per full-time equivalent (FTE) student and state aid per Reimbursable Education Unit (REU); (4) figures showing comparative cost per REU; (5) tuition rates data; and (6) statistics on FTE enrollment growth. Next, information is presented on program locations and program sites; enrollment and headcount by county; and placement of graduates by county. The next sections offer a tax levy history since 1982-83; a capital improvement report for 1985-86; a comparative tuition schedule; a breakdown of the state aid request and budget comparisons by program classification system and object; and figures showing changes in and sources of revenue. Finally, a series of tables present data related to state aid history, 1976-77 to 1985-86; ratio of vocational to academic transfer program FTE, 1976-77 to 1985-86; audited reimbursable FTE, 1976-77 to 1985-86; total FIE, 1975-76 to 1984-85; a local tax history, 1975-76 to 1985-86; and a tuition history, 1976-77 to 1985-86. (RO)

ED 270 142 JC 860 277

Ash, Barbara F.
Identifying Learning Styles and Matching Strategies for Teaching and Learning.
PUB DATE- 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Learning; *Cognitive Style; Group Instruction; Individual Instruction; Postsecondary Education; *Teaching Methods; Teaching Styles; Vocational Education

Drawing from a literature review of books, periodicals, and documents published since 1971, this paper provides the necessary background for a business/industrial trainer to reach trainees more effectively by identifying students' learning styles and matching styles with appropriate strategies for teaching/learning. Part A provides a summary of the literature on adult learning styles, focusing on the nature and the dimensions of learning styles and the educational implications of cognitive styles. Part B discusses various group and individual instructional methods, offers a brief outline of 14 teaching techniques, and considers the relationship of teaching methods and techniques to learning styles. Finally, part C recommends the approach to meeting individual learning styles used in the Learning Center at Bunker Hill Community College. The Bunker Hill approach, a delivery system for individualized, personalized curriculum based on mastery-level skills, centers on the premise that the individual's cognitive learning style paired with a complementary method of instruction may be the most successful approach to learning. Appendices include a learning style inventory and bibliography. (EJV)

Community College Involvement in the Education of Adults: Literature Review and Analysis. First-Year Progress Report.
Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
PUB DATE- 30 Jun 86
NOTE- 119p.; For related documents, see JC 860 309-310.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; *Adult Programs; Adult Students; Adult Vocational Education; *Community Colleges; Community Education; *Continuing Education; Lifelong Learning; Literature Reviews; Two Year Colleges; Two Year College Students

This literature review traces the evolution of community colleges from institutions for recent high school graduates to learning centers for the entire adult population; describes the various learner needs that are met by community colleges' collegiate, vocational, and community education curricula; and discusses the contributions of a study being conducted by the Center for the Study of Community Colleges (CSCC) to determine how well community colleges serve adults. The introduction discusses the lack of consensus about the definition of adult education and major theories regarding the teaching and learning of adults. The next section traces the evolution of the community college clientele from the early decades of the 20th Century, focusing on the effect of the expansion of the community education mission on the increased participation of adults in formal education. In the next section patterns of service to adult students are described, including transfer/liberal arts education, vocational programs, community education, noncredit instructional services, community services, and facility services. Finally, additional questions regarding adult education in community colleges are posed; these relate to: (1) the educational objectives of students in credit courses; (2) the extent to which community college vocational programs serve students who are training for a new career as opposed to upgrading skills for their current job; (3) the types of instruction and services provided as community education; and (4) the population served by community education programs. Appendices include an annotated bibliography of the predominant literature on the community education function, and citations to ERIC materials describing community education activities at two-year institutions.

(EJV)

ED 270 182 JC 860 323

Ramirez de Castro, Annie
Fact Book, 1984-85.
Puerto Rico Univ., Ponce. Ponce Technical Univ. Coll.
PUB DATE- Jun 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *College Faculty; College Libraries; *Educational Finance; *Institutional Characteristics; School Personnel; *Student Characteristics; Student Personnel Services; Technical Institutes; Two Year Colleges; *Two Year College Students

Designed as a reference tool for faculty, staff, researchers, and proposal writers, this fact book compiles institutional statistical data on students and faculty, the budget, student services, personnel, and learning resources at Ponce Technical University College (PTUC). Section A focuses on students, presenting information on distribution of high school students by town, school, and year; distribution of incoming freshmen by high school average, achievement test results, father's education, family income, and place of residence; and financial aid provided by the college and private donors. Section B concentrates on faculty, giving data on distribution by degree and rank, faculty contracts, and analyses of institutionally supported projects and scientific research. Section C focuses on PTUC's programs and instruction, including information on distribution of space, faculty by program, average teaching load, and enrollments. In section D, library and audiovisual resources are examined in terms of expenditures and use. Finally, administrative data are presented with respect to salary costs of personnel, equipment and supply costs, and distribution of budget by category. (EJV)

ED 270 212 PS 015 842

Satoh, Kiyo

Breathing Life into Recorded Musical Educational Materials and Presenting them to Children: Children Doing Music.

PUB DATE- Mar 86
NOTE- 80p.; Paper presented at the Association for Childhood Education International Study Conference (Greensboro, NC, March 27-30, 1986). Diagrams may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dance; *Drama; Educational Innovation; *Emotional Development; Emotional Experience; Foreign Countries; Freehand Drawing; *Music; Music Appreciation; *Physical Education; Preschool Children; *Preschool Curriculum; Preschool Education
IDENTIFIERS- *Japan

A preschool teacher in Japan tells how she uses "the artifacts of advancement," such as the songs children have become familiar with through watching television, to educate "the feeling heart" of young children and lead them to involvement with and appreciation of nature. After a description of the Sasanoha kindergarten in Kamakura City and a set of drawings schematically depicting movement exercises set to music, ideas in practice are told in a series of narrative accounts. The stories concern the use of words to express feelings and develop close contact with others, teachers' attainment of child-like dispositions through contact with children, the educational use of music in the preschool classroom, drawing music, and musical drama. Also narrated are experiences concerning group drawing, drawing experiences of nature, reaching "the child's heart," nature walks, transforming stories into plays, and the production of a musical drama through collaboration between children and their teacher. Themes running through the accounts are those of (1) building children's physical strength and health through a progression of activities beginning with "doing music" and including developing feeling for color and form, exericising the imagination, and cultivating creativity, and (2) the enrichment of children's emotional life through drama and other activities which can lead children to an awareness of sociability, civility, and proper behavior. (RH)

ED 270 241 RC 015 719

Rising Poverty, Declining Health: The Nutritional Status of the Rural Poor.

Public Voice for Food and Health Policy, Washington, DC.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 86
NOTE- 138p.
AVAILABLE FROM- Public Voice, Suite 522, 1001 Connecticut Ave., N.W., Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Birth Weight; Census Figures; Databases; *Economically Disadvantaged; Federal Programs; *Health; Infant Mortality; Information Sources; Needs; *Nutrition; *Poverty; Rural Areas; *Rural Population; Rural Urban Differences
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program

Using five key indicators of nutritional status (dietary intake, biochemical tests for circulating levels of nutrients or their metabolites, anthropometric measures, low birth weight and infant mortality rates, and food, health, and income assistance program participation rates and benefit levels), this 1-year research project identified national, regional, and local data bases/resources providing reliable indications of the nutritional status of the rural poor and identified/interpreted patterns, issues, problems, and needs from these data sources. Data sources included the Second Health and Nutrition Examination Survey, natality and mortality tapes from the National Center for Health Statistics, state vital statistics offices, the Nationwide Food Consumption Survey, and the Bureau of the Census. Data analysis indicated consistent evidence of disparities between nutritional status of the rural poor and that of the nation as a whole; ongoing deterioration of the nutritional status of the rural poor as well as growing gaps between their status and that of the rest of the nation; and soaring numbers of poor rural persons unserved by government food, health, and income assistance programs or receiving disproportionate shares of programs (often less than 40%

of the per capita level received by the urban poor). (NEC)

ED 270 254 RC 015 759

Murray, Stephen L.

State Education Agency Options for Evaluating ECIA Chapter 1 Migrant Education Programs.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 2 May 86
NOTE- 77p.
CONTRACT- 300-82-0377; 300-85-0198.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTORS- *Achievement Gains; *Basic Skills; *Educational Assessment; *Evaluation Methods; Evaluation Needs; Migrant Education; *Migrant Programs; Minimum Competencies; Norm Referenced Tests; Pretests Posttests; Program Development; Program Effectiveness; *Program Evaluation; State Programs; Testing Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Practical and technical advice is provided for staff responsible for planning evaluations of Educational Consolidation and Improvement Act (ECIA) Chapter 1 migrant programs at the state level. The report is limited to evaluating achievement gains in basic skills; this is, however, acknowledged as only one facet of a comprehensive migrant program evaluation. Existing evaluation approaches found in annual migrant evaluation reports for the 1981-82 and 1982-83 schools years are discussesd. Guidelines for developing a state plan include building a program profile of instructional services offered to migrant students, setting priorities for evaluation, and selecting or developing evaluation strategies in relation to the priorities. The report outlines elements of a program profile and discusses four evaluation approaches--norm-referenced evaluation, pre-post-matched scores, post-test only, and state assessment programs. Purpose, design features, testing features, aggregation, strengths, limitations, conditions supporting use, and recent use are presented for each evaluation type and information is summarized in a table. An appendix provides instructions for using pretest scores to select Chapter 1 participants in a norm-referenced evaluation model. A sequence of eight steps for implementation is laid out in detail. (LFL)

ED 270 301 SE 046 593

Hessler, Edward W.
Acid Precipitation Learning Materials: Science, Environmental and Social Studies, Grades 6-12.
Acid Rain Foundation, St. Paul, MN.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
REPORT NO.- ISBN-0-935577-03-3
PUB DATE- 86
NOTE- 228p.; For a related document, see SE 046 594. Most of document is in small print.
AVAILABLE FROM- The Acid Rain Foundation, Inc., 1630 Blackhawk Hills, St. Paul, MN 55122. ($55.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biological Sciences; Earth Science; Elementary Secondary Education; *Environmental Education; *Learning Activities; Physical Environment; Physical Sciences; *Science Activities; Science Education; Science Experiments; Science Materials; *Secondary School Science; Skill Development; *Social Studies
IDENTIFIERS- *Acid Rain; *Environmental Problems

The major environmental problem of acid precipition is addressed through a series of activities contained in this guide for teachers of grades 6 through 12. Exercises are provided to help students learn science inquiry skills, facts, and concepts while focusing on the acid rain situation. Activities are organized by content areas. These include: (1) biological sciences (investigating the effects of acid rain on beans, seedlings, radishes, amphipods, earthworms, and hay infusions); (2) earth science (working with rocks, soil and weather conditions); (3) physical sciences (dealing with logarithms to express the pH scale, carrying out monitoring projects on anthrogenic emissions); and (4) social sciences (focusing on analysis of cartoons on acid rain and survey sampling). Each activity contains background information, objectives, needed materials, and guidelines for the teachers as well as student instruction and/or data sheets, and tests on each activity. (ML)

ED 269 963 EC 182 749

Baechle, Cathy L.; Rittenhouse, Robert K.
Usher's Syndrome: A 1986 Update.
PUB DATE- May 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); Behavior Patterns; *Clinical Diagnosis; *Deaf Blind; *Incidence; Multiple Disabilities; Ophthalmology; Partial Vision; Vision Tests
IDENTIFIERS- *Ushers Syndrome

The authors describe personal experiences with Usher's Syndrome, a condition involving visual impairment (due to Retinitis Pigmentosa) and deafness. Prevalence and onset of Usher's Syndrome are described along with characteristics of two different types. Problems connected with diagnosis are reviewed, including genetic aspects and the progressive nature of the visual loss. Types of ophthalmological techniques are described, including oculomotor tests, retinoscopy, and electroretinography. Five stages of the syndrome are noted: (1) awareness, (2) general counseling, (3) general planning and community resource identification, (4) specific planning and adjustment counseling, and (5) adjustment. Service implications are reviewed along with 31 common behaviors characteristic of Usher's Syndrome children. (CL)

ED 269 992 FL 015 733

Second Language Studies, Grades K-12. Teacher Handbook, North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

PUB DATE- 85

NOTE- 147p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Competency Based Education; Computer Managed Instruction; Cultural Education; Disabilities; *Educational Objectives; Elementary Secondary Education; Gifted; Instructional Improvement; *Language Skills; *Latin; *Learning Strategies; *Modern Language Curriculum; Program Design; Second Language Programs; State Curriculum Guides; Teaching Guides

This teaching guide for second language instruction in North Carolina public schools outlines a competency-based program and provides specific guidelines for both modern languages and Latin. The introductory section provides an overview of the competency-based educational program, which includes information on philosophy and rationale, thinking skills, programs for exceptional children, and notes for teachers using the "Teacher Handbook." The main body of the guide outlines the modern language curriculum for grades K-12 and the Latin curriculum for grades 7-12. Introductory information for each curriculum covers the purpose and overview of each, an outline of the courses of study, and an outline of desired learning outcomes. The modern languages curriculum outline is divided into four sections: Grades K-3, grades 4-6, grades 7-8, and grades 9-12. For each level the major emphases are outlined, and the goals, objectives, and measures are detailed for each language skill and for culture. The classical Latin curriculum has two divisions: grades 7-8 and the high school curriculum, grades 9-12. For each level, an outline is provided of goals, objectives, and measures in reading, writing, derivation, and culture and literature. Appended materials include related statewide legislative and descriptive documents, high school graduation course requirements, a sample page from the general statewide competency-based curriculum, notes on testing requirements and the textbook adoption process, an instructional services organizational chart, and a form for suggesting changes. (MSE)

ED 270 074 IR 012 070

Hewett, Thomas T.
Teaching Students to Model Neural Circuits and Neural Networks Using an Electronic Spreadsheet Simulator. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-12
PUB DATE- Jan 85
NOTE- 19p.; For a related document, see ED 267 750.
AVAILABLE FROM- Working Paper Series, Microcomuting Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Simulation; *Computer Software; Higher Education; Instructional Materials; *Microcomputers; Neurological Organization; *Perception; Program Descriptions; Teaching Methods
IDENTIFIERS- Drexel University PA; *Neuropsychology; *Spreadsheets

There are a number of areas in psychology where an electronic spreadsheet simulator can be used to study and explore functional relationships among a number of parameters. For example, when dealing with sensation, perception, and pattern recognition, it is sometimes desirable for students to understand both the basic neurophysiology and the functional operation of various hypothetical neural circuits and networks. This paper describes how neural model simulations offer an opportunity for active student exploration of neural circuits and networks, including a way of using a spreadsheet to simulate the procedures of identifying receptor cells that are part of the neural circuit; identifying whether the effect of the receptor is excitatory or inhibitory; and determining how strong the effect is. It also describes an application for considering the process of lateral inhibition, which is thought to be responsible for such visual experiences as the contrast effect produced by putting patches of a constant shade of gray against various backgrounds differing only in brightness. Two advantages of spreadsheet program neural model simulations are noted: the cost in development time and effort is relatively small, and they are extremely versatile as compared to a special purpose software program. (THC)

ED 270 155 JC 860 291

Dempsey, June B.
Higher Education Linkage Program: A Two-Year/Four-Year Transfer Project in Cooperation with Pima Community College District and Cochise College. Progress Report, 1985-86.
Arizona Univ., Tucson.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Association of American Colleges, Washington, D.C.
PUB DATE- 1 Jun 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Educational Counseling; Higher Education; *Intercollegiate Cooperation; Postsecondary Education; State Universities; *Student Personnel Services; Student Recruitment; Transfer Policy; *Transfer Programs; Two Year Colleges; *Two Year College Students

The Higher Education Linkage Program (HELP) was initiated by the University of Arizona (UA) to improve opportunities for qualified two-year college students from the Pima Community College District and Cochise College to transfer to UA and complete a baccalaureate degree; to increase the pool of potential baccalaureate applicants by identifying, motivating, and assisting community college students; and to increase minority participation and graduation rates in baccalaureate programs. HELP involved students, faculty, academic officers, and student affairs personnel in activities such as student recruitment, student advising and assistance, faculty information exchanges, academic advisors' and counselors' workshops, and student affairs officers' programs. For students, benefits of HELP included early admission status, priority housing, orientation discounts, dual advising, campus tour and transfer day, transcript evaluation and peer advising and assistance. UA's experiences with HELP revealed that communication and interaction between two- and four-year faculty, early personal contact with students, and the distribution of curriculum guides to counselors and students enhanced the transfer process, while inflexible course schedules, transportation problems, financial needs, fear of the UA atmosphere, and concerns about academic rigor and competition hindered the transfer process. (RO)

ED 270 227 PS 015 861

Sturner, R. A.; And Others
Preschool Prediction of School Outcome Using Start (Simultaneous Techniques for Acuity and Readiness Testing).

PUB DATE- 9 May 86
NOTE- 13p.; Paper presented at the Meeting of the Society for Behavioral Pediatrics (May 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Grade Repetition; *Individual Development; Longitudinal Studies; *Predictive Validity; *Predictor Variables; Rural Areas; *Screening Tests; Special Education; *Visual Acuity
IDENTIFIERS- North Carolina; *Screening Procedures

The predictive validity of the Simultaneous Technique for Acuity and Readiness Testing (START), a developmental screening approach, was assessed with school performance as outcome criterion. The sample consisted of over 1,000 rural, preschool children between 54 and 66 months of age who were screened over 3 successive years. Follow-up achievement data were obtained at kindergarten, first, and second grade for Cohort 1, and at first grade only for Cohorts 2 and 3. Special education and retention information were obtained for all children. Participants were classified as having either "poor" or "satisfactory" school outcomes based on both achievement and tracking data. Summary START scores were used to classify the children into low, borderline, and pass categories, which were subsequently cross-classified with the school outcome categories. Findings indicated that among the 75 children in Cohort 1 who scored low on the START, 36 percent had poor school outcomes by kindergarten, 53 percent by first grade, and 59 percent by second grade. Predictive value was substantially lower for Cohorts 2 and 3. Specificity and sensitivity indices were similar across cohorts. Results with stratified samples who were administered standard diagnostic tests suggested that START should serve well as a screening test in pediatric practice. (RH)

White, James L.
Odaminodaa Ojibwemong!! = Let's Play in Ojibwe!!
Minneapolis Public Schools, Minn.
PUB DATE- 80
NOTE- 32p.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools-Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($2.25, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian Languages; American Indians; *Bilingual Instructional Materials; *Educational Games; Elementary Secondary Education; English; Learning Activities; *Native Language Instruction; *Ojibwa; Translation; Vocabulary Development
IDENTIFIERS- Ojibwe (Tribe)

The booklet contains directions for designing six word games to provide motivation, reinforcement, and review for students of all ages, from children to adults, as they learn the Ojibwe language. Step-by-step instructions are provided for making and playing Quiz Board, Tic-Tac-Toe, Concentration, Lottery, Lingo (Bingo), and Incocomp. Suggestions for adapting the games to the age and language ability levels of the students, using other languages, and creating flash cards and tapes are outlined. Supplementary materials included are illustrated diagrams and/or sample cards for each game; a pronunciation guide; and bilingual English/Ojibwe lists of pets and farm animals, wild animals, fish, birds, insects, body parts, people, relatives, food, fruits and vegetables, household objects, kitchen items, months and seasons, days and time, weather vocabulary, places, everyday expressions, and numbers. (NEC)

Mura, Roberta; And Others
Attitudes, experiences, et performance en mathematique d'etudiantes et d'etudiants de cinquieme secondeire selon leur choix scolaire. Les cahiers de recherche de GREMF. Cahier 9. (Female and Male Students' Attitudes, Experiences and Performance in Mathematics in Grade 11, According to Their Academic Choices. GREMF Research Reports. Report 9).
Laval Univ., Quebec (Quebec).; Simon Fraser Univ., Burnaby (British Columbia).
REPORT NO.- ISBN-2-89364-009-5
PUB DATE- 86
NOTE- 250p.
GRANT- 410-83-1045
LANGUAGE- French
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Aspiration; Family Attitudes; Foreign Countries; High Schools; *Mathematics Achievement; Mathematics Skills; *Secondary School Mathematics; *Sex Differences; Student Attitudes; *Student Characteristics; Student Educational Objectives; Success
IDENTIFIERS- Canada

In order to advance our understanding of the mechanisms through which women come to be underrepresented in mathematics and science, factors associated with the academic choices of students in three grade 11 classes were studied. Information was gathered through questionnaires, interviews with students and with their mathematics teachers, classroom observations, and examination of academic files. Among the many variables examined, the only one that turned out to be correlated with both sex and academic choice was confidence in one's ability in mathematics: boys expressed more confidence than girls and students choosing a science program expressed more confidence than students making other choices. The results of this study are consistent with sex-related differences observed in causal attributions of success in mathematics (by students as well as by teachers), and in classroom interactions (girls having fewer public interactions with their teacher). It was also observed that girls, but not boys, were facing a conflict between career and family plans. (Author/JM)

ED 270 346 SO 017 140

Levin, Betsy
The U.S. Constitution and Education.
PUB DATE- Apr 86
NOTE- 52p.; Presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; *Civil Rights Legislation; *Discriminatory Legislation; *Educational Legislation; Federal Legislation; *Intellectual Freedom; Religion; *State Church Separation; Student Rights; Teacher Rights
IDENTIFIERS- *United States Constitution

Although education is primarily a state function, its importance to our society makes it fertile ground for litigation. The Constitution--by authorizing the Congress to enact legislation--constrains and prescribes what happens in schools. Legislative histories, especially since the early 1960s, are outlined here. The major topics include: constitutional limits on the inculcation of religious, political, and moral values; freedom of expression for teachers and students in the school environment; the free exercise of religion; the requirements of fair procedures in the school environment; and the obligation to provide equal educational opportunity. (BZ)

Adamson, Donald
Prediction and Reflection in Reading in a Foreign Language.
PUB DATE- 80
NOTE- 11p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advance Organizers; *Classroom Techniques; Context Clues; *English for Special Purposes; Higher Education;

*Prediction; *Reader Text Relationship; *Reading Processes; Second Language Learning; Teaching Methods; Technical Writing

A technique for teaching skills in reading in a foreign language is based on the assumptions that the development of foreign-language reading skills is similar to the development of native-language reading skills, that the purpose of reading is to integrate new and existing knowledge, and that the reader's knowledge, opinions, or experience should be emphasized as much as the text content. The technique involves the use of pre-reading questions exploring the reader's opinions, questions accompanying the text that encourage evaluation of the opinions expressed in the text as it is read, and exercises that encourage the reader to predict what subsequent text will contain, a feature that is especially useful for teaching languages for scientific purposes. Use of the approach among science students in an English-medium faculty in a Middle East university, where traditional reading instruction was expected, required presenting the prediction exercises as a comprehension test and adjusting the technique based on the students' responses. The advantage to the use of prediction is that it allows an insight into the cognitive processes at work when a reader approaches a text, and it emphasizes the role of background knowledge and experience in comprehension. The immediate value of this type of work lies in the break it makes with established habits of looking at texts as completed artefacts, rather than as opportunities for mental interaction. The long-term value of predictive work has yet to be proven. (MSE)

Muller, Carol Blue
Time to Tenure: The Intersection of Academic Careers and Family Patterns.
PUB DATE- Apr 86
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; *College Faculty; Doctoral Degrees; Employment Experience; Employment Level; *Family Life; Higher Education; Marital Status; *Nontenured Faculty; Teacher Characteristics; Tenure; *Tenured Faculty; *Time

Factors that influence the length of time between receipt of the doctorate and award of tenure for college faculty were investigated. Data were collected from 293 responses to questionnaires returned by doctoral recipients from Stanford University, Yale University, and the Massachusetts Institute of Technology. Respondents had received doctorates in 1963-1965 or 1970-1972 in anthropology, biology, economics, English, history, philosophy, political science, psychology, or sociology. The length of time to achieve tenure was analyzed from several perspectives: (1) observed time to tenure for respondents who received tenure; (2) estimated time to tenure including "censored" data from those still working toward tenure and those who left the tenure track, using survival analysis; (3) testing the significance of variables related to time to tenure, using the Cox proportional hazards regression model, and (4) investigating individual cases of respondents who had unusually long periods between receiving the Ph.D. and being awarded tenure and of those who were still working toward tenure. The career and family patterns of faculty who were still seeking tenure were assessed. More than 90% of respondents originally began academic careers; by 1983 78% of these men and 62% of these women had been awarded tenure. (SW)

ED 270 033 HE 019 347

Ewell, Peter T.

Linking Outcomes and Institutional Characteristics: The Importance of Looking Deeper.

National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 85
NOTE- 62p.; Small, faint print in Appendix 7 may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; *College Environment; Higher Education; *Institutional Characteristics; *Institutional Mission; Multiple Regression Analysis; *Organizational Climate; *Outcomes of Education; *Student Development; Teacher Attitudes; *Undergraduate Students

The relative power of college culture, school functioning, and mission in explaining student performance outcomes was examined. The relationship between institutional attributes/cultures and undergraduate instructional effectiveness as perceived by faculty and administrators was studied with 320 four-year colleges. Respondents completed the Assessment of the Performance of Colleges and Universities survey in 1983. Instructional effectiveness variables included: student educational satisfaction, academic development, career development, and personal development. Institutional characteristics included: full-time equivalent enrollment, percentage of professional degrees, percentage of part-time headcount, percentage of undergraduate headcount, student selectivity, and institutional control and type. Also considered were: four institutional mission and mission agreement variables (special identity, distinctive purpose, mission reflected in academic programs, and shared definition of mission); four institutional culture variables (clan, emergent environment, hierarchy, and market orientation); and four institutional functioning variables (level of trust, recognition and rewards received, amount of information or feedback, and student-faculty relationships). Associations were analyzed using stepwise multiple regression. Appended are (1) a Correlation Matrix, and (2) a basic statistical breakdown on all study variables. Fifty-two references are listed. (SW)

ED 270 061 HE 019 376

Wittstruck, John R.
Comparative Data about Higher Education: A Resource Directory.

State Higher Education Executive Officers Association.
PUB DATE- Mar 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrators; College Faculty; *Comparative Analysis; *Data Collection; *Educational Finance; Enrollment Trends; Geographic Regions; *Higher Education; Longitudinal Studies; *Outcomes of Education; Population Trends; Salaries; School Taxes; State Aid; Student Financial Aid; *Surveys; Tuition

A directory on comparative data about higher education is presented. Descriptions are provided of a total of 50 reports/data collections concerning the following areas: comparative state information about state funding and expenditures for higher education; comparative state and institutional information about salaries of college faculty and administrators; comparative data on student tuition, required fees, and other student charges; student financial aid; finances for government and postsecondary institutions; student enrollments, residence and migration, degrees, and credit hours; population trends/projections; and tax revenue and tax capacity. Fact books about higher education in states/regions of the United States are also covered, along with longitudinal and individual based surveys. For each report, survey, and collection of data, information is provided on: organization or person responsible for collecting, compiling, reporting, and publishing the data; contact names, addresses, telephone numbers, and prices when available, the type of data collected and reported, the frequency of data collection and reporting, the history of data collection and reporting, and cautionary notes included with the report/data. (SW)

ED 270 116 IR 051 531

Key Issues in the Networking Field Today. Proceedings of the Library of Congress Network Advisory Committee Meeting (Washington, DC, May 6-8, 1985). Network Planning Paper No. 12.
Library of Congress, Washington, D.C. Network Development Office.
REPORT NO.- ISBN-0-8444-0518-3
PUB DATE- 85
NOTE- 87p.

AVAILABLE FROM- Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Information Science; *Library Automation; *Library Cooperation; *Library Networks; Library Planning; Library Services; National Libraries; Position Papers; Public Libraries; Research Libraries; *Technological Advancement; Users (Information)
IDENTIFIERS- *Library of Congress

The May 1985 program session of the Library of Congress Network Advisory Committee focused on the identification of key issues in the networking field. Presentations included discussions of major network developments in the last two decades, the changing network players, the impact of technology on networks, and library networks and the law. The introduction to this document includes a brief summary of major topics raised: network participants, the end user, legal issues, and the future of networking. The following papers are included in their entirety: (1) "Issues in National Library Network Development: An Overview" (Barbara E. Markuson); (2) "Networks: Changing Roles" (Susan K. Martin); (3) "The Impact of Technology on Library Networks and Related Organizations" (Ronald F. Miller); and (4) "Library Networks and the Law" (Noel E. Hanf). A list of conference attendees, a glossary of acronyms and abbreviations used in the submitted papers, summaries of the working group sessions and business sessions, and a conference agenda are included. (THC)

ED 270 183 JC 860 324

Vilarino de Medina, Ivonne
Perfil de Estudiantes de Primer Ano 1984-85 = Profile of First-Year Students 1984-85.
Puerto Rico Univ., Ponce. Ponce Technical Univ. Coll.
PUB DATE- Jun 85
NOTE- 26p.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; College Choice; *College Freshmen; Educational Background; Enrollment Influences; Extracurricular Activities; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Technical Institutes; Two Year Colleges; *Two Year College Students

In August 1984, a study was conducted to develop a profile of first-year students at Ponce Technological University College (PTUC), as part of a student follow-up project undertaken at all University of Puerto Rico system units. A questionnaire designed by the University of Puerto Rico Institutional Research Committee was administered to freshmen during orientation week, requesting information on students' personal characteristics, academic aspirations, educational background, reasons for attending college and for selecting PTUC, extracurricular interests, and special needs. Study findings, based on a 92% response rate, included the following: (1) 38.5% of the respondents were male, and 61.6% were female; (2) 82.9% were between the ages of 16 and 18; (3) 85.2% were born in Puerto Rico, and 13.0% were born in the continental United States; (4) 97.7% were not married; (5) 99.6% were U.S. citizens; (6) 67.6% lived in Ponce while studying, and 41.6% of these lived permanently in Ponce; (7) 7.6% reported that they had a physical or mental handicap; (8) 1.0% were veterans; (9) 84.1% attended public schools, and 14.6% attended private schools; (10) 63.9% indicated they would reside with their parents while attending college; (11) 52.2% reported they would use public transportation to reach the institution; (12) 53.9% hoped to finish a bachelor's degree; and (13) 47% expressed a need to improve their oral and writing skills in English. The survey instrument is appended. (Author/EJV)

ED 270 197   PS 015 778

Larsson, Yvonne

On Being a Gifted Child. Selected Papers Number 37.

Foundation for Child and Youth Studies, Kensington (Australia).

PUB DATE- 85
NOTE- 13p.; For other papers in this series, see PS 015 779-783.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Ability; Creativity; Educational Needs; Elementary Secondary Education; Foreign Countries; *Gifted; Leadership; Motivation; *Program Content; *Special Education; *Student Characteristics; *Underachievement
IDENTIFIERS- *Australia

Learning, motivational, creative, and leadership characteristics of very able pupils are listed prior to a discussion of aspects of programs available for gifted children in Australia, where the education of the gifted has not developed as an area of specialization within education. Early in the discussion, specific attention is given to research concerning gifted education. Because gifted children whose talents remain unrecognized may become underachievers, characteristics of underachieving children are listed. Also listed are types of school provision for the gifted child, whether within or outside the school and the school day. The paper concludes with a summation of educational provisions for the gifted in the Australian context and suggests directions for program development. (RH)

ED 270 255 RC 015 760

Fairbanks, Paulette; And Others
Legends of the Dakota, Ojibwe, Winnebago. Teacher's Guide.
Minneapolis Public Schools, Minn.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Indian Section.
PUB DATE- May 79
NOTE- 141p.; For related document, see RC 015 761.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools Planning, Development & Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($6.00 ea., plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Literature; American Indians; *Childrens Literature; Definitions; Elementary Education; Language Arts; *Learning Activities; *Legends; *Literature Appreciation; *Tribes; Units of Study; Vocabulary Development
IDENTIFIERS- Dakota (Tribe); Ojibwe (Tribe); Tricksters; Winnebago (Tribe)

Intended to help teachers present Indian legends for the maximum benefit and enjoyment of students, this guide provides background information and learning activities for seven legends derived from the Dakota, Ojibwe, and Winnebago tribes. Introductory material discusses the history and purposes of tribal legends and outlines student objectives and teaching procedures. The legends and learning activities are organized by tribe in three sections. Each section introduces the tribal legends' common character, or trickster, and presents two or three legends, some of which feature the trickster. Each story is accompained by definitions of concepts and vocabulary, discussion questions, biographical notes about the storyteller, and a series of activity sheets. Activities focus on comprehension and vocabulary development and include word finds, crossword puzzles, alphabetizing practice, etc. The Dakota section introduces the trickster Unktomi and presents the legends "Tibdo" and "Unktomi and the Ducks." The Ojibwe section introduces Waynaboozhoo and presents "The Legend of the Owl," "Mikinok and Waboozoons," and "Waynaboozhoo and the Geese." The Winnebago section introduces the trickster Wukjunk kuhguh and presents "How the Gullies and Ditches Came to Be" and "The Trickster and the Tree." The guide accompanies a set of booklets presenting the legends in picture book format. (JHZ)

ED 270 285 RC 015 816

Peterson, Roland L.; And Others

Access to Educational Opportunity in Rural Communities: Alternative Patterns of Delivering Vocational Education in Sparsely Populated Areas. Volume 3: The Northwest Multi-District: A Mobile Facilities Center.

Minnesota Univ., St. Paul. Agricultural Experiment Station.

REPORT NO.- AD-SB-2703

PUB DATE- 85

NOTE- 94p.; For related documents, see ED 258 733 and RC 015 815-818.

AVAILABLE FROM- Community Resources Distribution, Room 3, Coffey Hall, University of Minnesota, 1420 Eckles Avenue, St. Paul, MN 55108 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Agricultural Education; Case Studies; Cooperative Programs; *Delivery Systems; *Educational Cooperation; Home Economics; *Mobile Educational Services; Program Descriptions; *Rural Education; School Districts; School Organization; Secondary Education; *Vocational Education; Vocational Training Centers

IDENTIFIERS- South Dakota; Sparsity (Population)

Representing the mobile facilities pattern of inter-district cooperation, the Northwest Multi-District case is one of four studies addressing access of rural students to vocational education through inter-school district cooperation. The report identifies essential features of this form of cooperation, details factors facilitating/impeding the cooperation/maintenance of the cooperative arrangement, assesses the program's compatibility with its setting encompassing six northwestern South Dakota counties, and recommends modifications for further study and development. Chapter I presents study background, purposes, and methods. Chapter II outlines political, geographical, age, educational, economic, health, social, and agricultural setting characteristics. Chapter III analyzes size, facilities, finances, governance, staff, scheduling, curriculum, students, and perceptions of school personnel and community members of the participating school districts. Chapter IV focuses on the history, legal structure, financing and costs, curriculum, and transportation of the center. Chapters V through VII detail consumer homemaking, occupational home economics, and vocational agricultural programs. Chapter VIII offers a summary, conclusions, and recommendations, citing avoidance of the need for student transporation, equality of school districts' status in operation and cost, clarity of management structures, and quality/flexibility of facilities as major advantages and program continuity and difficulty in incorporating vocational student organizations as major drawbacks of this cooperative approach. (NEC)

ED 270 302 SE 046 594

Stubbs, Harriett S.; And Others
Elementary Acid Rain Kit, Interdisciplinary, Grades 4-8.

Acid Rain Foundation, St. Paul, MN.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- 85
NOTE- 68p.; For a related document, see SE 046 593.
AVAILABLE FROM- Acid Rain Foundation, Inc., 1630 Blackhawk Hills, St. Paul, MN 55122 ($35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; Junior High Schools; Language Arts; *Learning Activities; *Mathematics Education; Physical Environment; *Science Activities; Science Education; Science Materials; Social Studies
IDENTIFIERS- *Acid Rain

An interdisciplinary approach for teaching about acid rain is offered in this curriculum guide for teachers of grades 4-8. Skill and concept areas of science, math, social studies, art, and the language arts are developed in 12 activities which focus on the acid rain problems. A matrix of the activities and subject areas indicates the coverage patterns. Exercises include collage design, letterwriting, pH measurement, energy inventories, cartoon analysis, and neutralization experiments. Each activity consists of suggestions for: (1) time requirements; (2) educational objectives; (3) class organization; (4) needed materials (5) instructional procedures; and (6) additional activities. (ML)

ED 270 331 SE 046 643

Roberts, Douglas A.; And Others
Chemical Change: A Teacher's Manual for General Level Program Development, Grades 9 and 10. Informal Series 65.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-5077-0
PUB DATE- 86
NOTE- 72p.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor Street, West, Toronto, Ontario M5S 1V6 Canada (Price $9.50).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Reactions; *Chemistry; *Curriculum Development; Grade 9; Grade 10; *Instructional Materials; *Learning Activities; *Science Activities; *Science and Society; Science Education; *Science Experiments; Secondary Education; Secondary School Science

This manual is organized around the concept of chemical change as used to explain everyday phenomena. It concentrates on three interrelated aspects of chemical change: (1) scientific knowledge; (2) technological applications; and (3) societal issues. The unit is divided into four episodes or segments of instruction with suggested time allotments. Each episode contains a curriculum summary and a teaching approach. The curriculum summary presents content, objectives, evaluation examples keyed to the objectives, and teaching essentials. The teaching approach indicates how the flow of instruction should go to make maximum use of the manual. Appendix A contains teacher resource sheets which include demonstration instructions, experiment preparation and notes and teacher's guides to student resource sheets. Appendix B contains student resource sheets which provide students with observation record sheets for demonstrations and experiments, a list of general safety rules, and instruction sheets for experiments which include discussion questions. (JM)

ED 269 964 EC 182 750

Spence, Kathleen L.; And Others

Summary Report of a 1985 Survey of Special Education Students.

Maryland Univ., College Park. Dept. of Special Education.

PUB DATE- Aug 85
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Planning; *Demography; *Disabilities; Graduate Students; National Surveys; *Special Education Teachers; Teacher Attitudes; *Teacher Background; *Teacher Education; Teacher Supply and Demand; Undergraduate Students

A survey of demographic, educational, and career plan information was completed by 2,307 graduate and undergraduate special education majors in 148 institutions of higher education in the United States. Findings are reported for demography (gender, citizenship, age, family characteristics, and parental occupational background); educational background (high school attended, previous enrollment status, work status, program location, factors influencing selection of the institution of higher education, satisfaction with current institution, and financial support); and career plans (intention of pursuing a career in special education, type of community, type of school, type of student, type of classroom, adequacy of training, career aspiration, reasons for pursuing graduate training, alternative careers, and career counseling). Among findings were that 90% intended to pursue a career in special education as a teacher or consultant/specialist and the majority preferred to teach mildly handicapped (specifically learning disabled) students at the elementary level in a self-contained public school class. Conflicts were revealed regarding students' preference for surburban over urban or rural and elementary over secondary placements. Thirty-eight data tables are interspersed throughout the report, and a 7-page reference list is provided. The 9-page survey instrument is included as an appendix. (CL)

FL

Background for Expanding Educational Equity. A Technical Supplement to the Report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83, "Expanding Educational Equity in California's Schools and Colleges". Commission Report 86-5.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 86
NOTE- 59p.; For the original report, see HE 019 332. Portions of document contain small print.
AVAILABLE FROM- California Postsecondary Education Commission, Publications Office, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Black Students; Change Strategies; Community Colleges; Educational Change; Educational Objectives; *Educational Opportunities; Higher Education; Hispanic Americans; *Low Income Groups; *Minority Groups; Program Descriptions; *Secondary Education; State Colleges; State Legislation; *State Programs; Statewide Planning; Upper Division Colleges
IDENTIFIERS- *California

Information on educational equity in California is presented in this supplementary report. Issues in the state, resources, proposals, and areas for action are addressed. Areas of analysis include: income for men and women by race and years of education; the numbers of Black and Hispanic students that graduate from high school, enroll in college, and graduate from state universities compared to the number for all ethnic groups; and enrollment in community colleges, completion of occupational programs, and transfer to four-year institutions by ethnic group. For 18 state programs that were designed to overcome disadvantages of low income and minority status groups, information is provided on the implementing agent, year started, target group, objectives, services, number of students served annually, and 1983-1984 funding. Features of effective programs at public school and college levels are identified, and suggestions from seven state acts concerning educational opportunity are presented. Also covered are objectives and implementation steps to promote educational equity for secondary schools, community colleges, and four-year colleges. Thirteen display tables are included in the report. The text of Resolution Chapter 68 of California Assembly Concurrent Resolution No. 83 is appended. (SW)

ED 270 047 HE 019 362

Breslin, Janice

State Initiatives to Promote Technological Innovation and Economic Growth. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Jun 86

NOTE- 62p.; Table contains small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Faculty; *Economic Development; Education Work Relationship; *Financial Support; Grants; Higher Education; National Surveys; Research and Development Centers; Research Projects; *School Business Relationship; *State Programs; *Technological Advancement; *Technology Transfer

IDENTIFIERS- *Maryland

Activities undertaken by 43 states including Maryland to promote technological innovation and economic growth and the impact of these activities are identified. Implications for Maryland are also noted in a brief section of recommendations. State initiatives include: sponsoring research and development at colleges and companies, improving the entire educational system, training workers in the technical skills required by high technology companies; encouraging university/industry linkages so that industrial innovators can draw on academic resources; and providing incentives and economic support for the growth of technology-based firms. A table provides data on funding for state programs designed to promote the development of high technology industry and to foster economic growth. Where available, the total dollars and sources of funds are presented. Two major types of programs involving partnerships between higher education and business/industry are evident: faculty research grants and high technology centers. In Maryland, three such centers exist that may attract investments from business/industry. A partnership grant program for Maryland is recommended that would provide state funds based on competitive grants to faculty to conduct research in specified high technology areas. Matching funds would be provided by business/industry. Appended is a six-page bibliography listing reports, periodicals, and newspaper articles as well as materials received from individual states. (SW)

Gibson, Chris
Video-Out Projection and Lecture Hall Set-Up. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-T-84-2
PUB DATE- Jan 85
NOTE- 10p.
AVAILABLE FROM- Working Paper Series, Microcomuting Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Educational Facilities Planning; Guidelines; Higher Education; Methods; *Microcomputers; *Projection Equipment; *Screens (Displays); Specifications; *Video Equipment
IDENTIFIERS- *Apple Macintosh; Drexel University PA

This paper details the considerations involved in determining suitable video projection systems for displaying the Apple Macintosh's screen to large groups of people, both in classrooms with approximately 25 people, and in lecture halls with approximately 250. To project the Mac screen to groups in lecture halls, the Electrohome EDP-57 video projector was chosen. For a classroom of approximately 25 people, Electrohome EVM2319 black-and-white monitors that had been modified at the factory to accept 22.355 KHZ were used. A description of set-up procedures at Drexel University is provided. Also provided are performance data and specifications for the EDP-57 projector and monitor; and space requirements for differing situations, i.e., diagonal screen for standing audience with floor stand or ceiling mount, and rear projection and vertical mount requirements. (THC)

ED 270 088 IR 012 106

Coe, Merilyn
District Computer Concerns: Checklist for Monitoring Instructional Use of Computers.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 14p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Computer Assisted Instruction; Computer Literacy; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Evaluation Methods; Guidelines; Inservice Teacher Education; *Microcomputers; *Program Evaluation; Program Implementation; Programing; School Districts

Designed to assist those involved with planning, organizing, and implementing computer use in schools, this checklist can be applied to: (1) assess the present state of instructional computer use in the district; (2) assist with the development of plans or guidelines for computer use; (3) support a start-up phase; and (4) monitor the implementation or progress of an on-going program. Based on the need for coherency, rationality, and coordination between buildings and districts, the guidelines are designed from the district point of view. The main areas of assessment include: methods of computer use (computer assisted instruction, software application, programming); hardware and software currently in use; funding sources; computer brands being utilized; availability and types of teacher inservice training; equity in computer access; district computer planning activities and guidelines; and problems and impediments to successful computer implementation and development. (JB)

ED 270 102 IR 012 222

Taylor, Robin
Microcomputer Courseware Evaluation Sources. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Information Sources; Instructional Material Evaluation; Microcomputers
IDENTIFIERS- ERIC Digests; *MicroSIFT; *Software Evaluation

More than 10,000 instructional software packages have been published for elementary and secondary schools--thousands in each discipline. Unfortunately, not all sources of courseware evaluations are equally reliable; therefore, it is important to determine that evaluations include: (1) critical appraisal of content accuracy; (2) in-depth consideration of the appropriateness and effectiveness of the instructional strategies employed; and (3) input from testing with students. Some comprehensive and accessible sources of courseware evaluations are MicroSIFT Courseware Evaluations, which probably contain the most thorough and consistently reliable evaluations, and EPIE Micro-Courseware PRO/FILES, whose evaluations are synthesized from the reviews of two or more evaluators who have usually tested the courseware with students. Periodicals which contain software evaluations include the bimonthly "Electronic Learning," and the monthly "Educational Technology." Two sources that identify only high quality courseware (although according to different criteria) are "Only the Best, the Discriminating Software Guide for Preschool-Grade 12" (L. L. Mattas) and "The Yellow Book: A Parent's Guide to Educationally Sound Courseware" (NEA Educational Computer Service). (JB)

ED 270 130 JC 860 153

Mecca, Thomas V.; Morrison, James L.

ED QUEST: A Process for Linking Environmental Changes with Strategic Management.

Piedmont Technical Coll., Greenwood, S.C.
PUB DATE- Apr 86
NOTE- 193p.; Developed for presentation at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-16, 1986). Some pages may not reproduce clearly due to small or broken type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Community Colleges; Decision Making; Delphi Technique; *Educational Trends; *Futures (of Society); *Long Range Planning; Management Systems; Prediction; Systems Analysis; *Systems Approach; Two Year Colleges

This manual describes and illustrates ED QUEST (Quick Environmental Scanning Technique), an educational planning model designed to identify emerging issues and events which portend threats and opportunities to colleges and universities, to analyze the probable impact of these variables on the organization, and to facilitate the development of appropriate organizational strategies. After section 1 discusses key elements in strategic management, section 2 provides a description of a hypothetical public two-year college used in a simulation of the application of ED QUEST. Section 3 presents an overview of development, underlying assumptions, and major activities of the ED QUEST process. The next sections detail the steps involved in each of the major activities: (1) preparing for the ED QUEST process; (2) defining the nature of the organization, including elements of the mission, indicators of institutional performance, and strengths and weaknesses; (3) identifying universe of critical trends and future events through brainstorming or the Delphi Survey; (4) selecting high impact/high probability events; (5) assessing the interrelationships between events; (6) assessing the impact of critical trends and high probability/high impact events on the institution; (7) developing possible scenarios of possible futures faced by the college; (8) analyzing the scenarios; (9) developing strategic options; (10) incorporating strategic options into strategic management; and (11) additional steps, such as establishing the program structure, gaining organizational acceptance, developing a scanning taxonomy, and identifying and tapping information resources. Appendices contain "Prospects for the Future: Some Possible Trends Which May Impact Education," a notebook of articles and information suggesting possible future events; ED QUEST forms; a Delphi questionnaire; and a scenario for the future of the hypothetical college. (RO)

ED 270 143 JC 860 278

Ash, Barbara F.
Marketing Continuing Education Programs in the Public-Supported Community College.
PUB DATE- 86
NOTE- 27p.; Presented to Phi Delta Kappa, Boston University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Continuing Education; Fees; *Institutional Advancement; *Marketing; Public Education; Public Support; *School Community Relationship; School Support; Two Year Colleges

The development of a philosophy of marketing for a public community college requires an understanding of the various marketing strategies, a knowledge of the needs of the clientele to be served, and a clear understanding of the operational philosophy of the institution. At Bunker Hill Community College (BHCC), the marketing philosophy rests upon: (1) the involvement of all personnel in the organization led by a functional director and a small staff; (2) a vision of the school as a fully responsible organization meeting the needs of its community; (3) a pricing program reflecting state contributions and local support; and (4) a balanced marketing approach to obtain optimum satisfaction of the target market. Motivational/marketing strategies employed by BHCC are structured to reflect the characteristics and motivational bases of participation. Some of the more important strategies include working with business and industry to provide upgrading and retraining for blue collar workers; teaching in a variety of instructional modes for older adults and those of lower socio-economic status; involving adults in the planning, organization, and implementation of the curricula; utilizing personal contacts as a means of disseminating information on programs to low-income workers; and utilizing media for recruitment of white collar workers. In arriving at fees for its continuing education offerings, BHCC utilizes a model which is based on concepts of variable and fixed costs, with the variable costs being a function of student semester hours. (Author/EJV)

ED 270 169 JC 860 309

Community College Involvement in the Education of Adults: Report on the Student Survey. First Year Progress Report.
Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
PUB DATE- 30 Jun 86
NOTE- 11p.; For related documents, see JC 860 308-310.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Community Colleges; *Data Collection; *National Surveys; *Research Methodology; *Sampling; Two Year Colleges

This paper explains the methodology and procedures used by the Center for the Study of Community Colleges (CSCC) in carrying out a national survey of community college students to gather information on student demographic characteristics, educational background, educational objectives, and opinions about the college experience. As background material indicates, the CSCC was charged with the responsibility of surveying a random sample of 10,000 students enrolled in public community colleges in spring 1986 in all curricula, including collegiate and vocational courses that offer credit toward a degree or certificate (credit courses), and community education courses that do not offer degree or certificate credit (noncredit courses). A section on methodology explains how the samples of colleges and of class sections were drawn in order to complete the in-class survey of 8,000 credit students and 2,000 noncredit students. Next, survey procedures are delineated, indicating the role of the campus facilitator in acting as liaison between the CSCC and the instructors, explaining the content of the survey packet developed by the CSCC for each participating class, and detailing the system used to code the completed packets. The final section explains how the data will be analyzed. (EJV)

ED 270 213 PS 015 845

Strand, Elizabeth; And Others

A Descriptive Study Comparing Preschool and Kindergarten LOGO Interaction.

PUB DATE- 19 Apr 86
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Classroom Communication; Classroom Observation Techniques; Comparative Analysis; *Computer Assisted Instruction; Early Childhood Education; *Interpersonal Relationship; *Kindergarten Children; Language Skills; *Preschool Children
IDENTIFIERS- Collaborative Learning; *LOGO System; Microethnography

Aware of some educators' concerns that computers isolate children and are too abstract for chilren under the age of eight, two studies investigated young children's use of LOGO and their interactions with the computer. Data were collected on kindergartners working in a public school computer lab and on preschoolers using computers in a university-based computer classroom. Using a case study approach, the analysis focused upon what two kindergarteners and two preschoolers said and did while computing. The findings revealed that for the kindergarten children, LOGO facilitated collaborative behavior and enhanced the expression of social and language skills. For the preschoolers, LOGO encouraged highly focused task-related behavior, but did not invite collaborative learning. (Author/HOD)

ED 270 242 RC 015 721

Johnson, Frederic C.; And Others
Migrant Students at the Secondary Level: Issues and Opportunities for Change.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 117p.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, Box 3AP, NMSU, Department 18, Las Cruces, NM 88003 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; Change Strategies; Dropout Rate; Educational Change; Educational Needs; *Migrant Adult Education; *Migrant Programs; *Migrant Youth; Nontraditional Education; Outreach Programs; Program Descriptions; *Program Improvement; Remedial Programs; Secondary Education; *Secondary School Students; *Student Needs; Student School Relationship; Transfer Programs

This report reviews needs of high school age migrant youth, provides an overview of existing programs/strategies that address these needs, and offers recommendations for improvement of secondary programs for migrants. The report discusses affective, cognitive, program, counseling, and community needs and illustrates needs of four hypothetical migrant students. Descriptions of existing programs serving students directly include counseling, credit accrual, tutoring, extended programs, special summer programs, work experience programs, and postsecondary programs. Descriptions of services to school systems include policies responsive to migrant student needs, innovative teaching ideas, staff development, role models, and parent involvement programs. Descriptions of system changes at regional/state and interstate/national levels include funding allocations, service models, model programs, advocacy, technical assistance, and information dissemination. Recommendations for program improvement include establishment of counseling plans, use of needs assessments, career experience programs, improved migrant staff effectiveness, parent education, improved identification/recruitment of late arrivals and dropouts, use of Migrant Student Record Transfer System, increased funding, district policies for special needs, increased options for credit accrual, consistent data gathering methods, revised age/grade placement policies, and transitional projects for higher education opportunities. An eight-page bibliography is included, and extensive footnotes provide contact names/addresses for specific programs and other relevant information. Appendices provide addresses of program locations and state directors of migrant education. (LFL)

ED 270 347 SO 017 155

Wolff, Laurence
Controlling the Costs of Education in Eastern Africa: A Review of Data, Issues, and Policies. World Bank Staff Working Papers No. 702.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0437-2
PUB DATE- 84
NOTE- 117p.; For related documents, see SO 017 158-159.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- African Culture; Budgeting; Cost Effectiveness; Cost Estimates; Demography; *Developing Nations; *Educational Finance; Elementary Secondary Education; Higher Education; Population Growth; Program Costs; Student Costs; Teacner Salaries; Teacher Student Ratio
IDENTIFIERS- *Africa (East)

Data and issues on costs of primary, secondary, and higher education in Eastern Africa are presented. Practical recommendations for controlling or reducing costs while paying attention to effects on quality and equity are made. For each level of education the report reviews student-teacher ratios, teacher salaries, non-teaching costs, and cost-recovery. Effects of population growth on costs as well as needs for improved educational management are assessed. Estimates of possible cost savings by country in Eastern Africa are included. Eight major tables and twenty supporting tables present data and information on costs of education in Eastern Africa. Primary enrollment, teachers, and cost projections by country based on different fertility assumptions are provided. The report concludes with a bibliography. (RSL)

ED 269 993 FL 015 734

Handbook for Planning an Effective Foreign Language Program.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 66p.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.50 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; Communication Skills; Cultural Education; *Curriculum Development; *Educational Objectives; Homework; Language Skills; Media Selection; *Program Design; Program Effectiveness; *Program Evaluation; *Second Language Programs; *Staff Development

This guide to designing an effective second language instructional program in the public schools provides parents, community leaders, and school personnel with practical guidelines for reviewing current foreign language instructional programs and for introducing changes in the curriculum that are in line with the emphasis on communication. An introductory section discusses the main goals and features of an effective foreign language program, student expectations, and the principles of planning for excellence. A section on foreign language learning examines aspects of communication (receptive and productive skills, proficiency, cultural awareness, and global perspectives), proposes an effective instructional sequence, and addresses the role of homework. A section on implementing a foreign language program addresses such issues as presenting an overview, reviewing program philosophy, choosing objectives, selecting languages and materials, establishing short-term instructional objectives, and implementing a new or revised program plan. A fourth section discusses provisions for effective staff development of both individuals and groups, and a final section presents the program evaluation checklist and notes on its use. (MSE)

ED 270 156 JC 860 292

Okon, Anne M.
Kalamazoo College Final Report on Participation in AAC/Mellon Transfer Project.
Kalamazoo Coll., Mich.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Association of American Colleges, Washington, D.C.
PUB DATE- Jun 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Higher Education; Intercollegiate Cooperation; *Private Colleges; Program Descriptions; Selective Admission; *Student Recruitment; *Transfer Policy; Two Year Colleges

In 1985-86, Kalamazoo College participated in a project to promote student transfer from two-year colleges. Among the accomplishments of the project were the preparation of a general transfer student brochure addressing issues of admissions, financial aid, credit transfer, and academic advising; the distribution of a quick reference sheet stating transfer and credit policies to all admissions counselors at Kalamazoo Valley Community College; the development of a special application for transfer admission; the institution of a new policy whereby transfer applicants receive information on degree requirements and a written evaluation of their transcripts; and the establishment of closer contacts between Kalamazoo College's Transfer Coordinator and local community colleges. Other projects, currently in progress, include research on the educational backgrounds of transfer students and the development of a special transfer student orientation program. Several characteristics of Kalamazoo College have limited its ability to enroll large numbers of two-year college transfer students, including its selective admissions policies, the high costs of attending the college, its unique school calendar, and the negative attitude held by some members of the faculty and administrative staff regarding transfer students. On the other hand, features such as the small size of the college, its fine academic reputation, its system of academic advising, and full presidential support have facilitated Kalamazoo's efforts to recruit two-year college transfer students. (EJV)

ED 270 198 PS 015 779

Wight-Boycott, Noel

Spoken Language Development in Pre-School and Primary School Aged Children. Selected Papers Number 38.

Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 85
NOTE- 12p.; For other papers in this series, see PS 015 778-783.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; *Elementary School Students; Foreign Countries; *Language Acquisition; *Language Enrichment; *Learning Activities; *Preschool Children; Preschool Education
IDENTIFIERS- *Australia

Aspects of the spoken language development of the preschool and primary school child are briefly covered, with specific attention given to receptive and expressive language, semantics, syntax, memory, articulation, pragmatics, and metalanguage. Developmental norms are indicated in the areas of vocabulary development, sentence structure development, and speech sound development. Language stimulation techniques and activities for normally developing children are suggested for children between the ages of 3 through 12 years. (RH)

ED 270 228 PS 015 862

DeLoache, Judy S.; Plaetzer, Beth
Tea for Two: Joint Mother-Child Symbolic Play.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
GRANT- NICHHD-HD-055951
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mothers; *Parent Child Relationship; *Parent Influence; *Play; *Young Children

This paper poses three questions about early symbolic or pretend play. (1) How does the child's play differ when the child is alone or with his mother? (2) How does the mother influence her child's play? (3) What are the long-term consequences of joint mother-child play? A study conducted with 32 mother-child pairs equally divided by sex of child and distributed across 4 age groups, including 15-, 18-, 24-, and 30-month-old children, involved videotaped solitary and joint play sessions. Play behavior was coded using a nine-point scale with three levels of non-pretend play and six levels of pretend play. Generally, joint play was found to be more sophisticated than solitary play. To a great extent, mothers prompted or directed their children's pretend play. Mothers made numerous suggestions, often demonstrated how real actions are performed, and corrected incorrect performance. Age differences were associated with differences in the type of corrections given to children. Younger children's execution of actions and object substitutions were corrected and older children's play "scripts" were corrected. Mothers' corrections frequently extended or elaborated on children's play, adding detail and drama, and served several functions, while providing structure for interaction and support for children's efforts. Data demonstrated the plausibility of the hypothesis that joint play is an important developmental force. (RH)

ED 270 271 RC 015 777

My Ojibwe Name Is...
Minneapolis Public Schools, Minn.
PUB DATE- 78
NOTE- 55p.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools-Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($1.75, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Languages; American Indians; Animals; Bilingual Instructional Materials; Elementary Education; Learning Activities; *Native Language Instruction; *Ojibwa; Resource Materials; *Vocabulary Development; *Wildlife
IDENTIFIERS- Ojibwe (Tribe)

Although suitable for students of all ages, this illustrated resource booklet is specifically intended to help teach young children the Ojibwe names of 19 familiar domestic and wild animals. Three brief, simple English sentences offer clues describing an animal, and these are followed by a final sentence stating the animal's Ojibwe name. The facing page provides a line drawing of the animal suitable for reproducing and coloring by the student. The booklet includes the raccoon (ay-si-bun), bird (bi-nay-shee), deer (wah-wash-kay-shee), squirrel (ah-ji-dah-moo), eagle (mee-gi-zee), wolf (mah-eeng-gun), pig (goo-koosh), fish (gee-goo), porcupine (gog), duck (zhee-sheeb), skunk (shi-gog), beaver (ah-mik), owl (koo-koo-koo-oo), dog (ah-ni-moosh), buffalo (mah-shko-day-bi-zhi-kee), bear (mah-kwah), horse (bay-bay-zhi-goo-gah-zhee), cat (gah-zhah-gayns), and rabbit (wah-booz). (NEC)

ED 270 317 SE 046 619

Anderson, Charles W.; And Others
The Effects of Instruction on College Nonmajors' Conceptions of Respiration and Photosynthesis. Research Series No. 164.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 30p.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Cognitive Development; *College Science; Comprehension; *Concept Formation; Higher Education; *Misconceptions; *Photosynthesis; Science Education; *Science Instruction; Scientific Concepts
IDENTIFIERS- *Respiration; Science Education Research

The processes of photosynthesis and respiration are basic to the understanding of many other aspects and functions of biological systems. Because of their curricular significance, these processes served as the focal point in an investigation of student conceptions and instructional effectiveness. In this study, students in a college nonscience majors' biology course took tests designed to reveal their conceptions of respiration and photosynthesis before and after course instruction. Even though most students had taken at least one full year of biology, serious misconceptions persisted. Most students gave definitions of respiration, photosynthesis, and food which were markedly different from those generally accepted by biologists. These incorrect definitions were associated with more fundamental misunderstandings about how plants and animals function. Most students could not explain how animal cells use either food or oxygen. They understood plants as vaguely analogous to animals, taking in food through their roots instead of mouths. Previous biology instruction seemed neither to improve student performance on the pretest nor to prepare them to master these conceptions during the course. Course instruction was more successful, but misconceptions persisted for many students. These results raise fundamental questions about the effectiveness of curriculum and instruction in current high school and college biology courses. (Author/ML)

ED 270 332 SE 046 646

Kulm, Gerald
Counting and Early Arithmetic Learning. Strategies and Activities. Learning Activities and Implications for Recent Cognitive Research.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 15p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Early Childhood Education; Elementary School Mathematics; *Learning Activities; Mathematics Education; Mathematics Skills; *Number Concepts; *Numbers; *Serial Ordering; *Teaching Methods

This booklet describes basic counting principles and provides activities designed to develop basic skills in: (1) stable ordering; (2) one-to-one matching; (3) total number; (4) different objects; and (5) different order. These are extended to more advanced strategies aimed at building counting skills strong enough to provide a basis for adding, subtracting, and even multiplying and dividing. Strategies here include: (1) counting on; (2) counting backwards; (3) counting multiples; (4) combined counting; (5) near doubles; and (6) compensation. Included are a list of resources and a list of references. (JM)

SO

ED 269 979 FL 015 718

Wikberg, Kay
Lexical Semantics and Its Application to Second and Foreign Language Vocabulary Learning and Teaching.
PUB DATE- 80
NOTE- 13p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Componential Analysis; *Contrastive Linguistics; *Error Patterns; *Interlanguage; Language Research; Lexicology; Second Language Learning; *Semantics; Structural Analysis (Linguistics); *Vocabulary Development

Lexical semantics and contrastive lexical semantics can serve as a background discipline to describe and, to some extent, to explain errors in interlanguage. Two developments in lexical semantics that are relevant in this area are the description of sense-relationships and componential analysis. Contrastive lexical semantics involves mapping the meanings of second language items onto those of equivalent items in the native language, and more broadly, comparing, in lexical terms, the ways the two languages organize perception of the world. Contrastive lexical semantics is essential for understanding some aspects of lexical difficulty. Knowledge in these areas can give insight into the ways a second language learner semanticizes, presents, and selects vocabulary, the ways in which vocabulary is structured, the sorting out of meanings in closely-knit semantic fields, the relatedness of lexical items from different semantic fields, and the factors affecting word association, all of which relate in some way to the development of interlanguage. These are factors that must be kept in mind when one is designing materials and techniques for teaching and learning a second language. (MSE)

Baumgaertner, William L., Ed.
Fact Book on Theological Education for the Academic Year 1985-86.
Association of Theological Schools in the United States and Canada, Vandalia, OH.
PUB DATE- 86
NOTE- 259p.; For the 1984-85 edition, see HE 019 175. Some tables may be marginally legible due to small, light print.
AVAILABLE FROM- Association of Theological Schools in the United States and Canada, P.O. Box 130, Vandalia, OH 45377 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *Church Related Colleges; College Faculty; College Graduates; College Libraries; Comparative Analysis; *Educational Finance; *Enrollment Trends; Expenditures; Females; Higher Education; Income; Institutional Characteristics; Librarians; Males; Minority Groups; *Salaries; *Student Characteristics; *Theological Education

Information on U.S. and Canadian theological schools is provided, including enrollments, professional staff, and salaries for 1985-1986, and graduation, finance, and library statistics for 1984-1985. Per student revenue and per student/per faculty expenditures are based on fall 1984 headcount and full-time equivalency enrollment and employment. Enrollment comparisons for 196 institutions for 1980-1985 and for 189 institutions for 1978-1985 are provided. Additional information includes: changes in number and percentage of total professional enrollment within various categories of programs; sex distribution of preordination degree students; women ordination degree graduates by denomination; enrollment for minority groups (Blacks, Hispanic Americans, Pacific/Asian Americans, and Native Americans); changes in numbers of administrators, faculty, and library personnel contrasted with numbers of students; sex distribution of administrators and faculty; changes in employment of blacks by position held; trends in salaries for staff; changes in financial data per full-time student; analysis of revenues and expenditures by size, status, and racial character of school; revenues by denominational affiliation of school; revenues by regions; and revenues by highest degree offered. (SW)

Bompey, Stuart H.; Liebert, Esther

Age Discrimination in Faculty Employment and Statistical Proof in Sex Discrimination Litigation.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Apr 86
NOTE- 10p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 ($4.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Age Discrimination; Collective Bargaining; *College Faculty; *Court Litigation; Early Retirement; *Employment Practices; Federal Legislation; Higher Education; Older Adults; Personnel Policy; Retirement Benefits; *Sex Discrimination; Statistical Data; *Teacher Retirement
IDENTIFIERS- Age Discrimination in Employment Act 1967; Age Discrimination in Employment Act Amend 1984; City University of New York; Coser v Moore; Melani v Board of Higher Education; State University of New York Stony Brook

Age and sex discrimination are addressed in two newsletter articles. In "Age Discrimination in Faculty Employment," Stuart H. Bompey reviews employment litigation issues and their impact on the collective bargaining process. The Age Discrimination in Employment Act (ADEA) stipulates that individuals may be mandatorily retired at age 70; however, about 21 states have eliminated mandatory retirement. Issues faced by colleges regarding voluntary retirement programs are addressed, along with ADEA Amendments concerning benefits for older workers (age 65-70) and retirement income, and Equal Employment Opportunity Commission proposals concerning post-normal retirement accrual of benefits under retirement programs. The second article, by Esther Liebert, "Statistical Proof in Sex Discrimination Litigation," considers examples of sex discrimination litigation in higher education that rely heavily on statistical presentations. Summaries are presented of two cases which had similar issues but different outcomes: Melani v. Board of Higher Education, (involving the City University of New York); and Coser v. Moore (involving the State University of New York at Stony Brook). An outline is provided of points that should be addressed in sex discrimination class action suits involving statistics. (SW)

ED 270 062 HE 019 377

Medicine Handbook.
New York State Education Dept., Albany. Office of the Professions.

PUB DATE- Jan 86
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Certification; Codes of Ethics; Credentials; *Discipline Policy; Higher Education; *Medical Services; *Physicians; Physicians Assistants; State Agencies; State Boards of Education; State Legislation; *State Licensing Boards; *State Standards
IDENTIFIERS- Acupuncture; *New York

A reference guide to laws, rules, and regulations that govern medical practice in New York State is presented. After an overview of professional regulation in the state, licensing requirements/procedures for medicine are described including education and postgraduate training requirements, state licensing examinations, and application requirements. Provisions of Title VIII, Articles 130 and 131, of the Education Law are also covered, along with regulations of the Commissioner of Education. Attention is directed to: admission to a profession; duration and registration of a license; regulation of the professions; state management; professional misconduct; and unauthorized acts. Rules of the Board of Regents cover disciplinary proceedings in the professions, licensing, determination of good moral character, and unprofessional conduct. Rules relevant to physician's assistants, specialist's assistants, and acupuncture are also provided. Included are lists of U.S. and Canadian medical schools and schools of basic medical sciences with accredited programs, 1984-1985 by state, with information on the year organized and the dean or executive officer. Information on schools of osteopathic medicine is also provided. Forms for application for licensing and certification of education and training are included. (SW)

Nollan, Richard
Microcomputer Software Policies in ARL Libraries. SPEC Kit 123.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Apr 86
NOTE- 125p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 ($20.00, prepaid; subscription service is available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Computer Software; Higher Education; Library Acquisition; *Library Collection Development; *Library Collections; Library Planning; Library Surveys; *Microcomputers; Policy Formation; Position Papers; Research Libraries
IDENTIFIERS- *Association of Research Libraries

In December of 1985 the Association of Research Libraries (ARL) conducted a survey of its 105 academic members to determine which libraries were acquiring and circulating microcomputer software and what policy guidelines were regulating this library function. Of the 74 libraries that responded, 72 indicated they were acquiring microcomputer software for staff and administrative use, while 28 (38%) said they were circulating microcomputer software among their users. This Systems and Procedures Exchange Center (SPEC) kit includes a copy of the survey, summaries of survey results, and a short bibliography in addition to many relevant documents. Examples of documents include: acquisition and collection development policies from the American Library Association, Johns Hopkins University, University of Georgia, University of North Carolina at Chapel Hill, University of Michigan, Pennsylvania State University Libraries, and Cornell University; software use and circulation policies from Columbia University Libraries, University of California at Riverside, Virginia Polytechnic Institute and State University, Johns Hopkins University, and University of Texas at Austin; and institution-wide committee and task force reports from Columbia University and Stanford University. A 12-item bibliography is also provided. (THC)

ED 270 184 JC 860 325

Vilarino de Medina, Ivonne
Perfil de Estudiantes de Nuevo Ingreso 1985-86 = Profile of First-Year Students 1985-86.

Puerto Rico Univ., Ponce. Ponce Technical Univ. Coll.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; College Choice; *College Freshmen; Educational Background; Enrollment Influences; Extracurricular Activities; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Technical Institutes; Two Year Colleges; *Two Year College Students

In August 1985, a study was conducted to develop a profile of first-year students at Ponce Technological University College (PTUC), as part of a student follow-up project undertaken at all University of Puerto Rico system units. A questionnaire designed by the University of Puerto Rico Institutional Research Committee was administered in class to freshmen during the first weeks of class, requesting information on students' personal characteristics, academic aspirations, educational background, reasons for attending college and for selecting PTUC, extracurricular interests, and special needs. Study findings, based on a 69% response rate, included the following: (1) 44% of the respondents were male and and 55% were female; (2) 84% were between the ages of 16 and 18; (3) 86.4% were born in Puerto Rico and 12.2% in the continental United States; (4) 98.9% were not married; (5) 98.2% were U.S. citizens; (6) 39.3% lived in Ponce permanently and 74.5% came from towns within the institutional service area; (7) 8.7% assumed they had some type of physical or mental limitation; (8) 0.9% were veterans; (9) 83.9% came from public schools and 14.7% came from private schools; (10) 65.4% intended to live with their parents while attending college; (11) 35.8% said they would use public transportation to reach the institution; (12) 58.9% hoped to attain a bachelor's degree; (13) 70% felt they had a need to improve their English oral expression, and 45.8% wished to improve their English writing skills; and (14) 80.3% indicated that federal assistance was their principal economic source for pursuing their college studies. The survey instrument is appended. (Author/EJV).

ED 270 214 PS 015 846

Wallace, Sherry

Prekindergarten Education: Instructional Management Leads to Consistent Achievement.

Fort Worth Independent School District, Tex.

PUB DATE- Jun 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Compensatory Education; Differentiated Staffs; *Educationally Disadvantaged; Educational Objectives; Lesson Plans; *Preschool Education; *Program Effectiveness; Program Evaluation; Program Implementation; Public Education

For 17 years, the Fort Worth Independent School District has offered full-day prekindergarten for educationally disadvantaged children residing in Chapter I attendance areas. During the 1984-85 academic year, the program was offered to 1,936 children who were four years old prior to September 1, 1984 and scored seven or fewer items correct on the Preschool Screening Evaluation (PSE). Most classes had 22 four-year-olds, one teacher, and one aide. In differentiated staffing, classes had two aides with one teacher, or two aides per classroom with one teacher supervising two or more classrooms. The curriculum focused on the development of skills in four areas: auditory, visual, motor, and language processes. Academic instruction was limited to approximately one hour per day and the rest of the school day was devoted to large group activities, outdoor activities, and creative activities in art and music. Instructional groups were small, consisting of no more than five or six children. Support services were provided by early childhood education specialists. Upon completion of the school year, children were given the PSE to test the 10 objectives of the program. The mean pretest score was four and the mean posttest score was nine, indicating students attained 90% of program objectives. (HOD)

ED 270 303 SE 046 599

Baker, Thomas E.
Initial Assessment of a Forgivable Loan Program for Pre-service Mathematics and Science Teachers.
PUB DATE- 4 Apr 86
NOTE- 14p.; Paper presented at the Spring Joint Conference on Teacher Education (Dallas, TX, April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemistry; *Mathematics Teachers; Middle Schools; Physics; *Preservice Teacher Education; *Program Descriptions; *Science Teachers; Secondary Education; *Student Loan Programs;

*Teacher Shortage
IDENTIFIERS- *Texas

Described is the development and initial assessment of a forgiveable loan program designed to attract qualified students into a teacher education program to prepare for teaching mathematics in middle or high schools. The program was established in 1983 at Austin College by the King Foundation. Five qualified students a year may be awarded a King Scholar loan ($2,000 per year), renewable if a 3.00 grade point average and satisfactory progress toward certification is maintained. For each year the recipient teaches mathematics, physics, or chemistry, a portion of the loan is forgiven. As of Spring 1986, 15 King Scholars had been selected; seven are still in the program, one is graduated and teaching, and seven exited the program. Thirteen of them responded to a questionnaire about the extent to which the loan program had influenced their educational career decisions, their views on the effectiveness of such programs, their current and/or former teaching fields, and (when appropriate) their reasons for leaving the program. Their replies are presented and discussed. It appears uncertain whether the program will be able to increase significantly the number of students being certified to teach in the targeted fields. (MNS)

Christian, Donna
American English Speech Recordings: A Guide to Collections.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- May 86
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiotape Recordings; Creoles; *Dialects; Information Sources; *Language Usage; *Language Variation; National Surveys; *Native Speakers; *North American English; Oral Language; Reference Materials; *Regional Characteristics
IDENTIFIERS- Bahamas; Canada; Central America; England; Puerto Rico; United States

A directory of collections of audio recordings of varieties of American English spoken in North America and including English-based creoles contains information about collections of any size, classified according to the primary state in the U.S. represented by the speakers in the sample and cross-referenced when more than one state is represented in the collection. Collections covering areas outside the United States are grouped separately, and include the Bahamas, Canada, Central America, Puerto Rico, England, and world-wide sources. The data, based on a survey, include information on each collection's location, institutional affiliation, content, characteristics of the sample, number of subjects recorded, number of hours recorded, dates and locations of taping, average length of the samples, contexts (free speech with or without interviewer, directed interview, data elicitation, reading, or other), predominant or outstanding features of the content, subject or technical characteristics, access to collections, and available research reports concerning the collection. The survey questionnaire is provided in the introductory section of the directory. (MSE)

ED 270 021 HE 019 335

Observance of the 20th Anniversary of the Higher Education Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (San Marcos, Texas).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 8 Nov 85

NOTE- 137p.; Serial No. 99-74. Some pages may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; College Libraries; *College Students; Disadvantaged; Educational History; Educational Opportunities; *Federal Aid; *Federal Legislation; *Government Role; Graduate Study; Hearings; *Higher Education; International Education; Low Income Groups; Middle Class Students; Private Colleges; Proprietary Schools; *Student Financial Aid; Student Loan Programs; Technical Education

IDENTIFIERS- *Higher Education Act 1965

The purposes, accomplishments, and future of the Higher Education Act are considered in hearings of the U.S. House of Representatives. A brief history of the Higher Education Act over the 20 years since its inception in 1965 is traced, and the role of the federal government in higher education is addressed. The centerpiece of the legislation was an educational opportunity grant for students of exceptional financial need. The law also created a new program of federally guaranteed and subsidized commercial loans to students from low- and middle-income families. Other titles in the act authorized grants to college libraries, aid to developing institutions, and expansion of the 1963 construction grant programs. As the Higher Education Act is being reauthorized, the Reagan Administration is proposing funding cuts for higher education, restricted access to Pell Grants, caps on eligibility for guaranteed student loans at various income levels, and elimination of other programs such as aid for libraries. The success of the Higher Education Act in providing access to the disadvantaged is noted, and other provisions of the act are also considered, including international education and graduate education. Financial aid to students at private career colleges and schools is also addressed. The text of House Concurrent Resolution 207 is appended. (SW)

ED 270 048 HE 019 363

Polydorides, G.
The Determinants of Educational Achievement at the End of Secondary Schooling: The Case of Greece.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Applicants; *College Entrance Examinations; Educational Background; Family Characteristics; *Foreign Countries; *Grade Point Average; Higher Education; *High School Graduates; Scores
IDENTIFIERS- *Greece

Factors affecting student achievement (grade point average and national examination scores) at the end of high school in Greece were investigated. In addition to determining the achievement of high school graduates who applied to higher education in 1980 and 1981, information was collected on their preferences for admission to higher education institutions and disciplines. Previous achievement and track were examined for three student samples: applicants, successful students in all higher education, and successful students in university education. Multiple regression analysis was employed to determine how each of the following variables affected high school grade point average and national examination scores: gender, student's work status, occupation of mother and father, education of mother and father, number of siblings, previous attainment, track, geographic origin, preparation for the national examination, week-hours of private tutoring, and education and operational school characteristics (e.g., enrollments, staffing). Among results was the finding that personal variables were more pronounced in Athens and the urban centers, and social and school variables were more pronounced in the rural areas and the smaller cities. Additional findings and information on the Greek education system and college admission are presented, and data tables and diagrams are included. (SW)

Logo Burn-In. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-T-84-3
PUB DATE- Apr 85
NOTE- 5p.
AVAILABLE FROM- Working Paper Series, Microcomuting Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Crime Prevention; *Educational Practices; Higher Education; Methods; *Microcomputers; Program Descriptions; *School Security; Stealing
IDENTIFIERS- *Apple Macintosh; *Drexel University PA

This paper describes a hot-stamping operation undertaken at Drexel University in an attempt to prevent computer theft on campus. The program was initiated in response to the University's anticipated receipt of up to 3,000 Macintosh microcomputers per year and the consequent publicity the university was receiving. All clusters of computers (e.g., communal work areas within departments, general student/faculty access areas, and print stations) were equipped with electronic security devices. However, because university-owned machines would account for only a small fraction of the Macintoshes on campus, and because it was believed students would probably not invest in a security device, an interim solution to "brand" each of the Macintoshes purchased through the university was implemented. A transformer plus a hot iron at the end of a drill press was used in the hot-stamping operation. This operation will, however, probably be discontinued because the incidence of computer theft on campus has been much lower than expected and the effectiveness of the stamp seems to be almost nil. At present, students are asked whether or not they wish to have their machines stamped and data will be kept to see if the unstamped machines turn out to be more vulnerable to theft than those with the stamp. (THC)

ED 270 089 IR 012 107

Spurgin, Judy Barrett
Educator's Guide to Networking: Using Computers.
Southwest Educational Development Lab., Austin, Tex.
PUB DATE- 85
NOTE- 66p.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Communications; *Computer Networks; Databases; *Information Networks; *Information Systems; *Microcomputers; Position Papers; Students; Teachers; *Telecommunications

Since electronic networking via microcomputers is fast becoming one of the most popular communications mediums of this decade, this manual is designed to help educators use personal computers as communication devices. The purpose of the document is to acquaint the reader with: (1) the many available communications options on electronic networks; (2) how-to activities that will, with some practice and experience, make one a "networking expert"; and (3) resources and services related to electronic networking. Presuming no technological sophistication since none is required, it presents a step-by-step description of computer networking and the ways it is being used by educators and students throughout the country. Suggestions for ways to ease into computer networking are also provided, along with some examples of how a typical networking session might proceed. The manual does not detail hardware and software requirements, nor does it recommend any particular brands of hardware and software. A glossary and 11 references are included. (THC)

ED 270 103 IR 012 223

McLean, Lois
Videodiscs in Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; *Instructional Innovation; *Interactive Video; Microcomputers; Research Projects; Teaching Methods; *Videodisks
IDENTIFIERS- ERIC Digests

This digest discusses the nature of interactive videodiscs and their educational applications, provides information about educational uses of videodisc technology, and presents lists of videodisc-related organizations, books, and periodicals. A general description of a reflective optical laser videodisc is presented, as well as the equipment necessary to use a videodisc program. The categorization of videodisc systems according to their level of interactivity is explained: (1) Level 1--a stand-alone videodisc player which may allow dual audio and random access of frames but has no memory or processing power; (2) Level 2--a stand-alone educational/industrial player allowing disc control through an internal programmable microprocessor; (3) Level 3--a system which adds the power of an external computer through the connection of an interface device; and (4) more sophisticated systems which have capabilities far beyond those of the original Level 3 system. Educational uses of videodiscs are also discussed, including simulating expensive or dangerous procedures or human interactions; teaching standardized procedures; storing audiovisual databases; showing visual details and reviewing and comparing visual materials; and using the two audio tracks to store different

information for foreign language instruction, or for adapting materials for varied ability levels. Finally, several educational projects that are experimenting with the principles of interactive video are described, and resources for learning more about videodiscs in education are presented, including three organizations, three books, and several periodicals. A list of references is also provided. (JB)

ED 270 144 JC 860 279

Responding to the Challenge of a Changing American Economy: 1985 Progress Report on the Sears Partnership Development Fund.

American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.

SPONS. AGENCY- Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; *Cooperative Programs; *Economic Development; *Job Training; Program Development; Program Evaluation; *School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Keeping America Working Project

In 1985, the Sears-Roebuck Foundation awarded the American Association of Community and Junior Colleges (AACJC) and the Association of Community College Trustees (ACCT) a 2-year, $950,180 grant, known as the Partnership Development Fund, to enhance collaboration between community, technical, and junior colleges and business/industry/labor, public employers, small businesses, and high schools. This report provides background on the project and summarizes its first-year accomplishments. First, introductory information is provided on AACJC/ACCT's Keeping America Working project, recent federal interest in business/education partnerships, and AACJC/ACCT's joint proposal to the Sears-Roebuck Foundation. Next, the report identifies the project's four partnership development targets and questions to be answered with respect to each. Next, activities funded under the Partnership Development Fund are highlighted, including: (1) awarding 29 partnership development minigrants to colleges; (2) awarding five large planning grants and six smaller grants; (3) giving partnership project awards to Delta College (Michigan), Des Moines Area Community College (Iowa), and Metropolitan Technical Community College (Nebraska) for exemplary and innovative partnership activities; (4) conducting a research and publications program; (5) undertaking a collaborative project with the National Telecommunications Education Committee to help colleges develop relevant curricula for the telecommunications industry; (6) maintaining quality and inventory control; (7) holding conferences and workshops; and (8) fostering education-industry-government relationships. Objectives for the future are presented next, including increases in the numbers of permanent partnerships, improved economic health for small businesses, and expansion of high school/college collaboration and coordination. Next, Sears Partnership Development Fund Minigrant and Planning Fund recipients are listed, and an overview of Minigrant Project objectives is presented. Finally, a financial summary of the project is presented. (EJV)

Community College Involvement in the Education of Adults. Adult Education Funding and Control: Summary of Telephone Interviews with State Officials. First-Year Progress Report.

Center for the Study of Community Colleges, Los Angeles, Calif.

SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
PUB DATE- 30 Jun 86
NOTE- 154p.; For related documents, see JC 860 308-309.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; *Community Colleges; *Continuing Education; *Educational Finance; Financial Support; *Governance; Governing Boards; National Surveys; Program Budgeting; Program Costs; State Standards; Two Year Colleges

Developed as part of a study of the education of adults at community colleges being conducted by the Center for the Study of Community Colleges, this report provides the results of informal telephone interviews with high-level state administrators in 36 states regarding adult education funding and control. For each state, a profile is presented including, with some variation, information on: (1) the state's community, junior, and technical college system; (2) the governance of the community colleges; (3) sources of two-year college revenues; (4) tuition policies for credit and non-credit courses; (5) state funding mechanisms for various community college programs, including adult and continuing education; (6) the state's definition of adult education programs; and (7) the allocation of responsibility for adult education among various segments of education. (RO)

ED 270 256 RC 015 761

Legends from the Dakota, Ojibwe, and Winnebago Tribes.

Minneapolis Public Schools, Minn.

PUB DATE- 78
NOTE- 177p.; For related document, see RC 015 760.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (booklets sold separately in lots of 10; each booklet is $6.24 for 10 copies except "Unktomi and the Ducks" which is $15.75 for ten; $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; *Childrens Literature; Cultural Background; Cultural Images; Elementary Education; Illustrations; *Legends; *Supplementary Reading Materials; *Tribes
IDENTIFIERS- Dakota (Tribe); Ojibwe (Tribe); Winnebago (Tribe)

Seven legends of the Dakota, Ojibwe, and Winnebago tribes are presented, each in a separate booklet, and many feature the common character, or trickster, of the tribe's legends. The booklets follow a picture book format with large type, limited number of words per page, and black-and-white illustrations accompanying all text. The Dakota legends are "Tibdo" and "Unktomi and the Ducks." Ojibwe legends are "The Legend of the Owl," "Mikinok and Waboozoons," and "Waynaboozhoo and the Geese." Winnebago legends are "How the Gullies and Ditches Came to Be" and "The Trickster and the Tree." The booklets include background notes about the legends and definitions and pronunciation guides for Indian words. The legends have a related teacher's guide that contains objectives, teaching procedures, concepts and vocabulary, discussion questions, activity sheets, resources, and background information about the legends and trickster characters. (JHZ)

ED 270 272 RC 015 778

Gresczyk, Rick
Tree-Ties.
Minneapolis Public Schools, Minn.
PUB DATE- 80
NOTE- 16p.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools-Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($3.25, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indians; Art Materials; *Botany; *Cultural Influences; *Educational Games; Elementary Secondary Education; Food; Interdisciplinary Approach; Learning Activities; *Pharmacology; Tribes
IDENTIFIERS- *Ojibwe (Tribe)

Created to help students understand how plants were used for food, for medicine, and for arts and crafts among the Ojibwe (Chippewa) Indians, the game Tree-Ties combines earth and social sciences within a specific culture. The game requires mutual respect, understanding, and agreement to succeed. Sounding like the word "treaties", the title is a play on words. "Tree" refers to the emphasis on botany. How it "ties" to other aspects of culture is what the game is about. The game involves 36 players, divided into teams of 6, and allows students to study information individually, cooperatively with other team members, and then competitively. Plants and plant products/parts included in the game are pumpkin blossoms, wild rice, maple sugar, birch bark, basswood fiber, corn, arrowhead, dogbane, clover, onion roots, burdock leaves, tobacco, golden rod, wild geranium roots, calamus, lady slipper roots, honeysuckle, chokecherry bark, raspberry root, sasparilla root, poplar bark, tamarack bark, catnip leaves, dogwood bark and roots, aster roots, balsam poplar, prickly ash, moss and cattail down, spruce, hickory, hemlock, oak, maple, and alder. All these plants and trees are listed together with their uses. The booklet details rules for playing the game and provides examples of each of the 36 game information cards. (NEC)

ED 270 286 RC 015 817

Peterson, Roland L.; And Others

Access to Educational Opportunity in Rural Communities: Alternative Patterns of Delivering Vocational Education in Sparsely Populated Areas. Volume 4: The Interdistrict Cooperative Center: A Centralized Center.

Minnesota Univ., St. Paul. Agricultural Experiment Station.

REPORT NO.- AD-SB-2852

PUB DATE- 86

NOTE- 72p.; For related documents, see ED 258 733 and RC 015 815-818.

AVAILABLE FROM- Community Resources Distribution, Room 3, Coffey Hall, University of Minnesota, 1420 Eckles Avenue, St. Paul, MN 55108 ($3.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Agricultural Education; Case Studies; *Centralization; Cooperative Programs; *Delivery Systems; *Educational Cooperation; Home Economics; Program Descriptions; *Rural Education; School Districts; School Organization; Secondary Education; *Vocational Education; Vocational Training Centers

IDENTIFIERS- Minnesota; Sparsity (Population)

The centralized secondary center pattern of inter-school district cooperation is examined in this third of four case studies addressing access of rural students to vocational education. The report identifies essential features of this form of cooperation, details factors facilitating/impeding the operation/maintenance of the cooperative arrangement, assesses the program's compatibility with its setting, and recommends modifications for further study and development. Chapter I presents study background, purposes, and methods. Chapter II outlines political, geographical, age, educational, economic, health, social, and agricultural characteristics of the case's south central Minnesota setting. Chapter III analyzes size, facilities, finances, governance, staff, scheduling, curriculum, students, and perceptions of school personnel and community members of the participating school districts. Chapter IV focuses on the history, legal structure, financing and costs, size, staff, scheduling and curriculum, students, and transportation needs of the center. Chapters V through VII detail consumer homemaking, occupational home economics, and vocational agricultural programs. Chapter VIII offers a summary, conclusions, and recommendations. Identified as strengths of the centralized center are its provision for leadership, development, and initiatives regarding the center and its specialized facilities and teaching staff. The most troublesome weaknesses include the necessity for students to travel and the inequalities of access among the school districts. (NEC)

ED 270 348 SO 017 156

Ainsworth, Martha
Family Planning Programs: The Clients' Perspective. World Bank Staff Working Papers No. 676 and Population and Development Series No. 1.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0491-7
PUB DATE- 85
NOTE- 98p.; For related documents, see SO 017 155, SO 017 160-164, SO 017 192. SO 017 192.
AVAILABLE FROM- The World Bank, 1818 H Street, N.W., Washington, DC 20433 (Order No. WP-0676, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Rate; *Contraception; *Developing Nations; *Family Planning; Foreign Countries; Population Education; Population Trends
IDENTIFIERS- Africa (North); Africa (Sub Sahara); Asia (East); Asia (South); India; Latin America; Middle East

Lowering fertility will require both a reduction in desired family size and provision of family planning services that respond to clients' needs. The World Fertility Survey and the Contraceptive Prevalence Survey found sizable groups of women with an "unmet need" for contraception. Investigators have also found evidence of unanswered need among other groups, including adolescents and men. The gap between fertility preferences and contraceptive behavior is explained in terms of the objective and subjective costs of fertility regulation to people. Public and private family planning programs in many parts of the developing world have succeeded in reducing the costs of fertility regulation to clients through innovations in service delivery. The persistence of unmet need in many countries calls for more research into the reasons for unanswered need and the cost- effectiveness of service innovations to satisfy it. Eight pages of references and a listing of related publications from the World Bank are included. (Author/CFR)

ED 269 994 FL 015 735

Starets, Moshe, Ed.

Description des ecarts lexicaux, morphologiques, et syntaxiques entre le francais acadien des enfants acadiens neo-ecossais et le francais standard (A Description of the Lexical, Morphological and Syntactic Differences between the Acadian French of Nova Scotian Acadian Children and Standard French).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- CIRB-B-154; ISBN-2-89219-165-3
PUB DATE- 86
NOTE- 615p.
LANGUAGE- French
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Children; Comparative Analysis; Foreign Countries; Form Classes (Languages); *French; *Morphology (Languages); *Regional Dialects; *Standard Spoken Usage; *Syntax; *Vocabulary
IDENTIFIERS- *French (Acadian); Nova Scotia

Results of a study of the differences between standard French and Acadian French as spoken by Nova Scotian children are presented. The study had as subjects 24 school children, two each from first, second, and third grades from each of four geographic regions. The language corpus consisted of elicited descriptions of pictures and spontaneous interviews. The lexical elements (words and phrases) in which differences between the regional usages and standard French were found are compiled in an alphabetical listing, with notes on regional variation. An index lists grammatical form classes and their salient morphological and syntactic variations. Pedagogical implications of the findings are discussed briefly. A bibliography is included. (MSE)

HE

ED 270 131 JC 860 164

Educational and General Revenues, Expenditures, and Transfers for Arkansas Public Two-Year Colleges, 1981-1984.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- Dec 84

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- Capital Outlay (for Fixed Assets); *Community Colleges; *Educational Finance; *Expenditures; Financial Support; *Income; *Operating Expenses; Public Colleges; Resource Allocation; State Aid; State Surveys; Two Year Colleges

IDENTIFIERS- *Arkansas

Comparative financial data for Arkansas' public two-year colleges are presented in the areas of educational and general revenues, expenditures, and transfers. The report provides information necessary for line item comparisons and for the discernment of emerging financial trends. Major categories covered in this publication are: (1) total current fund revenue and expenditures; (2) educational and general revenue; (3) educational and general expenditures; (4) auxiliary revenue and expenditures; (5) unrestricted educational and general revenue; (6) actual state general revenue received, 1979-1984; (7) total state general revenue distributed through the Revenue Stabilization Law, 1972-1984; and (8) a summary of tuition and fees, 1980-1985. (Author/RO)

ED 270 199 PS 015 780

Renouf, Emilia
Stresses on Children and Youth in the 1980s: Access Disputes and the Effects on Children. Selected Papers Number 39.
Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 85
NOTE- 9p.; For other papers in this series, see PS 015 778-783.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Age Differences; *Children; *Divorce; *Emotional Experience; Family Problems; Foreign Countries; *Stress Variables
IDENTIFIERS- *Access to Persons; *Australia

This discussion focuses on different views of professionals concerning access of parents and children to one another in the context of divorce. Problems associated with access, children's reactions to parental separation, age-related reactions of children to parental absence, effects of access disputes, why children say what they say in access disputes, and how access arrangements are worked out, are discussed. Concluding remarks describe arrangements suitable for children of differing ages: babies and infants, preschool children, school-age children, and adolescents. Seventeen related references are appended. (RH)

ED 270 229 PS 015 864

Clark, E. Audrey; Simmons, Robert A.
Can Preschool Children Learn Safety Skills? Evaluation of the Safe at Home Curriculum.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Training Conference of the National Head Start Association (13th, Portland, OR, April 1-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accident Prevention; *Curriculum Evaluation; *Preschool Children; *Preschool Curriculum; Preschool Education; *Safety Education
IDENTIFIERS- *Safe at Home Curriculum

The American Lung Association of Los Angeles County developed the SAFE-AT-HOME curriculum to teach preschool children home safety concepts through early childhood group experiences. This report evaluates the efficacy of the curriculum by testing 2 experimental and 2 control groups of children from 34 preschool classes on fire, water, foreign ingestion, and general lung safety. Experimental subjects participated in 30 game-like safety lessons over a 2-month period. The curriculum emphasized concrete educational experiences to help the children establish cause and effect connections between safe practices and fire, water, and hazardous materials that youngsters might ingest. The activities were presented within the context of the regular preschool program at times and locations of the teachers' choice. Pretests and posttests were conducted according to the Solomon research design. Analysis of variance of posttest scores resulted in very significant differences among groups, later confirmed by a "t" test between gain scores of the 2 pretested groups. Results of the evaluation indicate that, by participating in SAFE-AT-HOME, children at the preschool level were more aware of safety measures than children who did not participate. (DR)

ED 270 243 RC 015 722

Vaughn, D. Lanette; Vaughn, Paul R.
Preparing Rural Students for an Urban Work Environment: A Handbook for Educators.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 56p.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, Box 3AP, NMSU, Department 18, Las Cruces, NM 88003 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adjustment (to Environment); Career Guidance; Coping; Daily Living Skills; Employee Responsibility; Entrepreneurship; Job Application; *Job Search Methods; Job Skills; Learning Activities; Rural Education; *Rural to Urban Migration; Rural Urban Differences; *Rural Youth; Secondary Education; Urban Culture; *Urban Environment; *Work Environment

Written for rural educators, this handbook provides practical guidelines for working with rural youth who will be seeking jobs in urban areas. The suggested learning activities can be used for an independent course, integrated into existing programs, or applied in counseling. The introduction discusses needs of rural students and relates positive rural values to urban work success. Section 2 suggests ways to help rural students explore personal characteristics, careers, and jobs. Section 3 covers practical steps in getting a job including how to find openings, complete applications, prepare resumes, and cope with interviews. Sections 4 and 5 deal with what rural students will need to know after getting a job in an urban area. Discussion of the urban workplace covers issues such as time clocks and work days, bosses, promotions, changing jobs, and being fired or laid off. Discussion of adjustment to the urban community covers where to live, utilities, insurance, taxes, transportation, banking, credit, etc. Section 6 explores entrepreneurship as an option for rural youth who would like to remain in rural areas and lists numerous resources including some specifically for women in business. Bibliographies list studies of rural youth and career development materials for use with rural students. (JHZ)

ED 269 980 FL 015 719

Borgstam, Stina
Return to the Native Language via "TREX."
PUB DATE- 80
NOTE- 10p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Foreign Countries; *Language Styles; Media Selection; *Native Language Instruction; Teacher Role; *Translation; *Writing Exercises
IDENTIFIERS- Sweden

TREX, which stands for "translating into the mother tongue as an exercise in written language," is a classroom technique for exploring the native language by translating from a second or source language. The central feature is the individual student activity of translating, with subsequent group examination and comparison of lexical, syntactic, and stylistic differences. The approach has the advantages of using a familiar language and using the students' own products as the instructional material, but without the potential for embarrassment when totally student-written compositions are used in classroom discussion. Competence in the second language equal to that in the native language is not necessary, and since the content of the translation is predetermined, the student can concentrate on expression. Because the exercise is written, oral language habits are less likely to interfere. Texts should be representative of the native language and culture, authentic and written for native readers, coherent and complete, and without illustrations. Brief texts such as proverbs may be adequate. Teachers can comment on the texts from the native- or second-language perspective, or through linguistic comparisons. Students who would benefit from TREX include immigrants, students in a bilingual community, teacher trainees, especially future native language teachers, and college-bound students. (MSE)

ED 270 008 HE 019 320

Counselor's Handbook. A Federal Student Aid Reference, Part 2.
Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- 86
NOTE- 33p.; For Part 1, see ED 267 710.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Students; *Eligibility; *Federal Aid; *Financial Aid Applicants; Grants; Guidelines; Higher Education; Information Needs; *Records (Forms); *Student Financial Aid; *Student Financial Aid Officers; Student Records
IDENTIFIERS- Application Forms; *Pell Grant Program

Information is provided on the Student Aid Report (SAR), which is used to determine student eligibility for Pell Grants. Four to six weeks after a student submits a 1986-87 "Application for Federal Student Aid" or one of the non-federal applications, the student will receive the SAR. The student's eligibility status determines which of the three different parts of the SAR the student receives. An instruction section explains the three parts: (1) the information summary, (2) the Information Review Form, and (3) the Payment Form that the school uses in calculating the student's award. Included are a form that students can use to make corrections to the SAR. Information is also provided on the assumptions that were used to figure the Student Aid Index. In addition, this guide explains the verification process that will be used with a percentage of 1986-1987 applicants. Students selected for verification will receive a worksheet that the student and the school financial aid administrator can complete and check against the information on the student's SAR. The guide provides cover letters, forms, and instructions that are sent to eligible and ineligible students, students selected for verification, rejected students, and students with a void application. (SW)

ED 270 157 JC 860 294

Johnson, Colton
Vassar College's Report to the Association of American Colleges and the Andrew W. Mellon Foundation.
Vassar Coll., Poughkeepsie, N.Y.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Association of American Colleges, Washington, D.C.
PUB DATE- 9 Jun 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Intercollegiate Cooperation; Minority Groups; Postsecondary Education; Private Colleges; Student Personnel Services; Student Recruitment; *Transfer Programs; Two Year Colleges; *Two Year College Students

In 1985, Vassar College undertook a project to promote the transfer of two-year college students by providing a select group of community college students with the opportunity to experience learning in an independent, residential setting, while offering the support and assessment resources needed to aid them in using this experience to plan for their educational futures. From 50 applicants, 26 students from five community colleges were selected on the basis of their academic records, recommendations, and submitted essays. One third of the students were Black, one third were of Hispanic origin, and the remainder were White. Concurrent with the student recruitment effort, three team-taught introductory courses in cognitive science, American literature, and human ecology were devised. Support staff for the students included a director, a writing specialist, a specialist in academic computing, and two "student fellows." All of the students were successful both in their coursework, with grades ranging from A to C+, and in their social adjustment to what was for many their first communal and residential experience. Student evaluations revealed however that the 4-week duration of the program was too short to accomplish all that had been planned. The success of the program is evidenced by the fact that all 26 of the initial students had either transferred to four-year institutions or were planning to transfer. (RO)

ED 270 304 SE 046 600

Gallagher, James J., Ed.; Dawson, George, Ed.
Science Education & Cultural Environments in the Americas. Report of the Inter-American Seminar on Science Education (Panama City, Panama, December 10-14, 1984).
SPONS. AGENCY- National Science Foundation, Washington, D.C.; National Science Teachers Association, Washington, D.C.; Organization of American States, Washington, D.C.
PUB DATE- 86
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Cognitive Development; Cultural Awareness; *Cultural Influences; *Elementary School Science; Elementary Secondary Education; *International Educational Exchange; International Programs; Learning Strategies; Science Education; *Science Instruction; Science Teachers; *Secondary School Science; Teacher Education Programs

The impact of cultural background on science learning is explored in this compilation of papers and reports from an inter-American Seminar on science education. For the purposes of enriching science program planning, teacher education, research, and practice in the schools, varying ideas are offered on the effects of cultural background on science learning. Papers and other materials are presented under the chapter headings of: (1) introduction (specifying the purposes and organization of the seminar); (2) culture, cognition, and science learning (addressing such aspects as bilingual children's cognition, ethno-science, and curricular pluralism); (3) theory, goals, and strategies of science teaching (including an exploration of instructional strategies, a meta-analysis of the effects of teaching problem solving, and ideas on teaching science); (4) program development (explaining projects in primary school science, ecology, ocean fisheries, and science education in the Caribbean); (5) educating teachers for culturally diverse students (focusing on science teacher training projects); (6) working group projects (providing summaries of each of the four working group's topic areas); and (7) summary and projections (citing the seminar's recommendations for future actions). Four appendices contain a list of seminar planners and participants, a schedule of activities, a list of educators making up the inter-American science education network, and data sources and science education journals. (ML)

ED 270 318 SE 046 620

Anderson, Charles W.; Smith, Edward L.
Children's Conceptions of Light and Color: Understanding the Role of Unseen Rays. Research Series No. 166.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 36p.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Color; *Concept Formation; Elementary Education; *Elementary School Science; *Light; *Misconceptions; Physical Sciences; Science Education; *Science Instruction; *Vision
IDENTIFIERS- Science Education Research

This study focused on misconceptions related to light and vision. Researchers administered diagnostic tests about light, vision, and color before and after instruction to 227 fifth-grade students over a 2-year period. They also conducted 11 clinical interviews. The tests and interviews revealed that almost all students shared certain misconceptions about light and its role in vision. In particular, most students believed that their eyes perceived objects directly rather than detecting light reflected by those objects. Most students also viewed color as a property of objects, not of light reflected by those objects. When teachers used conventional textbook-based methods of instruction, only a few students were successful in changing these misconceptions. Most students, however, successfully mastered the scientific conceptions when teachers used materials specifically designed to help students overcome their misconceptions. (Author/ML)

ED 270 333 SO 016 541

Clark, Todd, Ed.
Police Patrol Game Kit.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 81
NOTE- 33p.
AVAILABLE FROM- Zenger Publications, Inc., Social Studies School Service, P.O. Box 802, 10000 Culver Blvd., Culver City, CA 90232-0802 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Civil Liberties; *Civil Rights; Crime; Due Process; Elementary Secondary Education; Freedom of Speech; Instructional Materials; Justice; *Law Enforcement; *Law Related Education; Laws; *Police; Police Action; *Police Community Relationship; Power Structure; Role Playing; Search and Seizure; *Stereotypes; Youth
IDENTIFIERS- *Miranda Warning

A packet of game materials, designed to help young people better understand what the law is, what the police officer's duties are, and what pressures and fears the police officers experience daily, is presented. The game, designed for a group of 20 to 35 students, contains: Teacher's Manual, Attitude Survey Master, Observer Evaluation Master, Police Manual, Police Call Sheets, Wall Visuals, and Short Case Studies (Wall Factuals). A schedule is provided for classroom use covering from one to five class periods. Twelve role-play scenarios are included: (1) "You are called to a bar on a drunk and disorderly call"; (2) "After receiving a tip that a child is being abused by her parents, you question the parents"; (3) "You see a car full of men cruising suspiciously in a shipping district late at night"; (4) "You are called to settle a domestic quarrel between husband and wife"; (5) "You are called to investigate a prowler report"; (6) "You are called to the scene of a shooting"; (7) "You answer a medical emergency call"; (8) "You stop a person for a traffic violation"; (9) "You are assigned to patrol the area around the local high school"; (10) "You are called to investigate a shop-lifting incident"; (11) "While patrolling a concert hall, you see a group of young people standing in the parking lot smoking what appears to be marijuana"; (12) "You investigate a robbery committed by a young Asian." (BZ)

ED 270 035 HE 019 349

McClure, Maureen W.; Abu-Duhou, Ibtisam
Effective Prototype Costing Policies in Research Universities: Are They Possible?
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cost Effectiveness; *Experimental Programs; *Financial Policy; Higher Education; Patients; *Program Costs; Psychiatric Services; Psychological Services; *Research Universities; School Accounting; *Teaching Hospitals
IDENTIFIERS- *Prototypes

Policy problems of prototype costing at research universities are discussed, based on a case study of a clinical treatment prototype program at a research university hospital. Prototypes programs generate reproducible knowledge with useful applications and are primarily developed in professional schools. The potential of using costing prototypes and characteristics of research universities that affect costing systems are considered. The case study involved a cost effectiveness study that used longitudinal microdata to track the effects of treatment. Experimental clinical treatment was provided for children at a major research university medical center. The children were observed for clinical symptoms (e.g., aggression, depression) at the time of admission, discharge, and followup. The clinical program was effective despite, not because of the university's internal management. Weak institutional integration caused by the highly decentralized university structure compounded the problems generated by concern for external compliance. Isolated departmental subcultures created conflict instead of cooperation, leading to higher transactions costs and diminishing productivity. (SW)

ED 270 063 HE 019 378

Brinkman, Paul T.
Instructional Costs per Student Credit Hour: Differences by Level of Instruction.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Instruction; *College Programs; Educational Finance; Graduate Study; Higher Education; *Institutional Characteristics; *Intellectual Disciplines; Undergraduate Study;

*Unit Costs; Upper Division Colleges

Direct costs of college instruction were assessed by type of institution and type of instructional program (i.e., by discipline). Determining direct costs by level of instruction involves allocation procedures focusing on faculty time. Central tendencies were derived from the results of a large number of studies. Data sources included reports of state coordinating or governing boards, institutional research studies and dissertation research, and studies conducted by the National Center for Higher Education Management Systems. There are systematic differences in cost ratios per credit hour by type of institution (i.e., baccalaureate, comprehensive, doctoral, research, and doctoral and research). With a few exceptions, the larger and more complex the institution, the larger the cost ratios. In considering differences by discipline and institution, comprehensive institutions had relatively high cost ratios in the sciences, both national and social. This occurred when comparing upper- to lower-division levels as well as masters to lower division. Very low costs at the lower-division level for mathematics and the social sciences, and relatively high costs at the upper-division level for the laboratory-oriented sciences, were found at both doctoral and comprehensive institutions. Six pages of references conclude the report. (SW)

ED 270 090 IR 012 108

Foster, David L.
Educator's Guide to Conferencing: Using Computers.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 72p.
CONTRACT- 400-83-0807

AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- *Computer Networks; Educational Resources; *Electronic Mail; Inservice Teacher Education; *Microcomputers; Objectives; Online Systems; Staff Development; Teaching Guides; *Teaching Methods; *Teleconferencing; Telephone Communications Systems; *Workshops

This guide is intended to introduce educators to computer conferencing, a new and often misunderstood communications medium. Written for a trainer/instructor to use with a group of classroom teachers, administrators, or other group of professional educators who are unfamiliar with computer conferencing as a teaching medium, the guide provides the trainer with the information necessary to give participants a clear view of this evolving communications and information technology. Generic information with specific, nongeneric examples allow the trainer to provide a complete course on the educational uses of computer conferencing. All the necessary background materials and references needed to make the trainer an expert are included, together with how-to activities that can be replicated by the trainer, thereby eliminating the necessity of redeveloping the workshop. Following an introduction and information on how to use the guide, the following sections are included: (1) What Is Computer Conferencing?; (2) Common Applications; (3) The Benefits of Computer Conferencing; (4) Current Educational Uses; (5) Electronic Courses; (6) What You Need to Hold a Computer Conference Online; and a (7) Quick Guide to Computer Conferencing. References and a brief directory of online services mentioned in the guide are included. (THC)

ED 270 118 IR 051 533

Holt, Constance W.
Online Searching: Using the Right Connections.
PUB DATE- 19 Sep 85
NOTE- 14p.; Paper presented at the Tri-State Library Conference (Chicago, IL, September 19-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Database Producers; *Databases; Higher Education; *Information Needs; Library Services; *Online Searching; *Online Systems; Position Papers; *Technological Advancement
This conference paper addresses the abundance of information delivery choices available to academic library online searchers. Following a review of changes and choices that have developed during the past decade, the paper suggests 10 ways for the searcher to keep up to date in this fast changing field: (1) read subject-related journals, system newsletters, software/hardware reviews, and the new electronic journals; (2) set up SDIs (selective dissemination of information) to keep up to date on the latest developments; (3) attend meetings and conferences; (4) learn from colleagues; (5) plan training workshops for library staff and end users; (6) attend system and database producer training sessions; (7) consult university computer center personnel as expert advisors; (8) establish library information budgets; (9) organize quick reference filing systems; and (10) establish goals and adhere to them. (Author/THC)

ED 270 132 JC 860 166

Byrd, Mark A.
On-Campus Enrollment in Arkansas Two-Year Colleges, Fall 1984.
Arkansas State Dept. of Higher Education, Little Rock.
PUB DATE- Apr 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Enrollment Trends; Full Time Equivalency; *Private Colleges; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Arkansas

Data are provided showing trends in enrollment and student characteristics at state-supported and independent two-year colleges in Arkansas. The report covers the following areas: fall 1983 and fall 1984 enrollment at state and independent two-year institutions; actual (1974-75 through 1983-84) and projected (1984-85 through 1999-2000) numbers of high school graduates; headcount enrollment by student level (i.e., first-time entering, other lower division, or unclassified pre-baccalaureate) by attendance status; fall on-campus headcount enrollment of full-time first-time students, 1980 through 1984, by campus; trends in part-time enrollment; male and female enrollment by institution, 1980 through 1984; enrollment by age, 1981 through 1984; enrollment by current legal residence, 1981 through 1984; and average credit load by student level by type of institution, 1981 through 1984. Data analyses point out the following trends: (1) between 1983 and 1984, enrollment at the state-supported two-year colleges decreased by 3.4% from 12,767 to 12,331; (2) the independent two-year colleges experienced an enrollment decline of 7.4%; (3) the state-supported two-year colleges enrolled a record number of part-time students (N=6,967) in 1984, accounting for 56.5% of the total headcount enrollment; (4) state two-year colleges increased their ratio of women to men from women representing 58.7% of enrollment in 1982 to 63.4% in 1984; and (5) the median age of part-time students was 28 years, while that of full-time students was 19 years. Tables providing detailed data by college are appended. (AYC)

ED 270 171 JC 860 311

Digby, Kenneth E.
The Development of a Plan to Integrate Microcomputers into a Curriculum Program.
PUB DATE- 29 Aug 85
NOTE- 46p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; Computer Oriented Programs; Computers; *Curriculum Design; *Instructional Development; *Microcomputers; *Program Design; *Program Implementation; Technical Institutes; Two Year Colleges
IDENTIFIERS- Fayetteville Technical Institute NC

The development of adequate educational programs to provide relevant instruction to train students who will be able to compete for the computer-related jobs of the future requires an understanding not only of the curriculum development process, but also of the capabilities of the computer as an instructional device, the different instructional strategies that may be employed, and considerations in selecting computer hardware and software. To assist in the development of a curriculum plan for incorporating microcomputers into classroom instruction at Fayetteville Technical Institute, a model for curriculum development was adapted to the specific features of the college and a literature review was conducted to develop a checklist of necessary actions and decisions. The curriculum development framework and the resulting checklist focused on the following interactive elements: (1) a possible educational activity is identified; (2) a decision is made to proceed; (3) objectives are identified and refined; (4) a suitable format is designed, considering issues related to hardware, software, personnel needs, instructional methods, scheduling, individualization of instruction, student/instructor roles, and evaluation criteria; (5) the format is fitted into larger institutional patterns; (6) the plan is put into effect; and (7) the results are measured and appraised. (RO)

ED 270 185 JC 860 326

Self-Study Report, 1986. Rio Salado Community College.

Rio Salado Community Coll., Ariz.

PUB DATE- 86
NOTE- 231p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); College Planning; College Programs; *College Role; Community Colleges; *Institutional Characteristics; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges

Prepared as part of the accreditation process, this self-study report by Rio Salado Community College (RSCC) reviews the history and assesses the current status of the college. Chapter I offers an introduction and overview of the self-study process, RSCC's accreditation history, and responses to the recommendations made by the North Central Association to RSCC in 1981. Chapter II presents and assesses RSCC's mission and purpose, contrasting mission statements from 1978 and 1985. Chapter III examines the adequacy and organization of RSCC's resources, focusing on governance and administration, administrative and support staff, credit and non-credit faculty, credit and non-credit students, student services, facilities, equipment, instructional support services, and financial resources. In chapter IV, RSCC's success in accomplishing its purposes is assessed, highlighting accomplishments in the areas of educational innovations, general education, transfer education, articulation agreements, programs for industry, the occupational education master plan, cooperative education, the Professional Training and Development Center, basic skills programs, educational partnerships with government and business/industry, student services, programs for special student groups, and community cultural events. Chapter IV concludes with an assessment of RSCC's quality in the areas of student achievement, administrative and educational services, institutional life, and contribution to outside communities. Finally, chapter V offers an overview of RSCC's stability from the perspective of its external and internal environments, and explains the college's planning philosophy and process. Appendices include information on the self-study process, financial data, a list of certificate and degree programs, and sample forms. (AYC)

ED 270 200 PS 015 781

James, Deidre
Bonding: Mothering Magic or Pseudo Science: A Critical Review of Some of the Research in the Area. Selected Papers Number 40.
Foundation for Child and Youth Studies, Kensington (Australia).

PUB DATE- 85
NOTE- 27p.; For other papers in this series, see PS 015 778-783.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attachment Behavior; Breastfeeding; Child Abuse; Child Neglect; Foreign Countries; *Mothers; *Parent Role
IDENTIFIERS- *Australia; Conceptual Analysis

This article commences with a review of the issues in the empirical literature surrounding the concept of 'bonding,' and notes some particular parallels with the concept of 'attachment,' demonstrating links between the two. The comparison is followed by a review of empirical findings of studies involving animals and humans, including those dealing with methodological problems of the research as well as practical issues such as breast feeding and child abuse and neglect. Implications of the bonding doctrine are then discussed. It is concluded that, since almost one half of Australian married women are in the workforce, practical considerations in addition to empirical issues argue for promoting the concept of 'parent love' rather than that of 'mother love.' A five-page reference list is appended. (RH)

ED 270 215 PS 015 847

Claesson, Margareta A.
Teacher/Mothers: Problems of a Dual Role.

PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Elementary Education; *Elementary School Teachers; Expectation; Longitudinal Studies; *Mothers; Parent Role; *Performance Factors; *Role Perception; Role Theory; *Teacher Role
IDENTIFIERS- *Dual Role; *Reciprocal Interdependence; Strategic Behavior

This paper describes how teachers of young children who are also mothers of young children perceived and dealt with problems in their dual role. Three specific questions were addressed: (1) How do teacher/mothers perceive the interaction between the two roles? (2) What positive and negative effects does each of the two roles have on the performance of the other? and (3) What have teacher/mothers learned that can be shared with other teachers? Answers were sought in a longitudinal, ethnographic study involving 18 female kindergarten through third-grade teachers in a metropolitan area in the Southeast. The study yielded three major conclusions related to the perceived effects of the dual role on teaching and mothering. The two roles were found to complement each other, and their interaction was mainly beneficial. Five distinct advantages were identified. Expectations involving both roles were seen as ambiguous or, in certain circumstances, unrealistically high. Ten specific problem areas involved in the interaction between the roles were identified. Finally, it was found that living with the dual role provided possibilities to gain insight and to learn strategies for coping with and benefiting from both roles. Six such strategies were prevalent. (RH)

ED 270 257 RC 015 762

Gresczyk, Rick; And Others

Ojibwe People Speak Out!
Minneapolis Public Schools, Minn.
PUB DATE- 81
NOTE- 39p.
AVAILABLE FROM- Special School District No. 1; Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($3.75 each, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; American Indian History; *American Indians; *Biographies; Illustrations; Intermediate Grades; *Leaders; *Learning Activities; Listening Skills; Memory; *Oral History; *Public Speaking; Secondary Education; Speech Communication; Speeches; Tribes; Units of Study; Values
IDENTIFIERS- *Ojibwe (Tribe)

Prepared for intermediate and secondary teachers and students, this unit is intended to improve public speaking, listening, and memory skills of students and to teach them about the Ojibwe tribe, its leaders, and the values expressed in their speeches. Introductory material provides a brief history of the Ojibwe tribe and discusses the oral tradition by which stories, songs, speeches, and advice were handed down from generation to generation. Objectives for students and teaching strategies are listed along with 18 supplemental oral language activities including role-playing, mini-conversations, skits, and debates. Objectives for students are listed for public speaking, listening, and memory and include use of appropriate speaking voice and posture, expression of feeling, listening with attention and respect, evaluating what and how things are said, and recalling information from speeches. Texts of 16 speeches by various Ojibwe leaders comprise the bulk of the unit. The first 5 speeches are relatively short--150 words or less--and are followed by key facts about the speaker's life and a paraphrase of the speech. The unit includes a pronunciation guide for Ojibwe names, a map of Ojibwe reservations and communities, and numerous black-and-white illustrations including portraits of many Ojibwe leaders. (JHZ)

Gwatkin, Davidson
Mortality Reduction, Fertility Decline, and Population Growth: Toward a More Relevant Assessment of the Relationships among Them. World Bank Staff Working Papers No. 686 and Population and Development Series No. 11.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0445-3
PUB DATE- 84
NOTE- 80p.; For related documents, see SO 017 156; SO 017 160-164; and SO 017 192.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC. 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attrition (Research Studies); *Birth Rate; *Demography; Family Size; Higher Education; Models; Overpopulation; Population Distribution; Population Education; *Population Growth; *Population Trends; Secondary Education; Social Science Research; Trend Analysis

One of a special series on population change and development, this paper focuses primarily on the programs and policies responsible for mortality or fertility change, rather than on the growth impact of a mortality or fertility change per se. The first portion of the document examines three models for assessing the population growth implications of mortality and fertility reduction measures. Model A, a current approach, illustrates the growth implications of changed mortality; Model B, another current approach, shows the growth implications of changed fertility; and Model C, the proposed approach, presents the growth implications of mortality or fertility change measures. Through the use of two qualitative illustrations, e.g., child survival programs and equitable development measures, the second section of the paper examines the implications of using Model C. In part three of the document three quantitative illustrations (overall development, income distribution, and child spacing) are used to assess further implications of using Model C. The paper's final part offers conclusions and discussion about the three models. Charts and tables are included to illustrate the models. Three annexes examine further the issues of overall development, income distribution, and child spacing. (RSL)

Duran, Richard P.; And Others
Language Factors and Hispanic Freshmen's Student Profiles. College Board Report No. 85-3.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ETS-RR-85-44
PUB DATE- 85
NOTE- 66p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Bilingual Education; College Entrance Examinations; *College Freshmen; English (Second Language); Family Characteristics; *Hispanic Americans; Language Dominance; Language Proficiency; *Language Skills; *Predictor Variables; Puerto Ricans; Questionnaires; Spanish Speaking; Standardized Tests; *Student Characteristics; Student Educational Objectives; Test Results
IDENTIFIERS- College Entrance Examination Board

This study investigated the role of language factors as potential determinants of Hispanics' educational progress. Language background factors included exposure to, use of, and proficiency in both Spanish and English, and the students' perceptions of those factors. They were studied in relation to standardized measures of college aptitude and achievement. Data were drawn from a survey of Hispanic freshmen in 17 four-year colleges. The information gathered related to language background and high school academic experiences, employment and extracurricular activities in high school, educational aspirations, family background, college entrance examination scores, place of birth, language usage, bilingual education, proficiency in English and Spanish, and academic interactions in college. Correlations were made between survey responses and test scores. The principal findings were that: a large number of questions not included in the College Board's Student Descriptive Questionnaire (SDQ) were more highly related to test scores than the existing SDQ question relating to language use; questions probing language preference and self-ratings of English proficiency were the best predictors of verbal test scores; many language survey questions improved prediction of test scores by ten points or more when combined with the existing SDQ question; and the importance of the questions in prediction varied by language group, with survey questions being most important for Puerto Ricans. Appendices contain a general outline of communication skills and the survey instrument and accompanying materials. (MSE)

ED 269 995 HE 017 040

Bertilson, Hal S.
Inaccuracy of Knowledge Represented in College Textbooks: Aggression as an Example.
PUB DATE- Oct 83
NOTE- 11p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aggression; *Catharsis; College Instruction; Higher Education; *Introductory Courses; *Psychology; Socialization; *Social Psychology; *Textbook Evaluation

Ten introductory psychology textbooks and five social psychology textbooks were examined for accuracy in their treatment of human aggression. Attention was focused on the treatment of the concept of emotional catharsis, and specifically to two frequent usages of catharsis (behavioral and emotional catharsis) and the social learning involved in emotional catharsis. Of the 10 introductory psychology textbooks, whose authors are identified, seven discussed catharsis. It is claimed that none of the seven psychology textbooks treated catharsis in a satisfactory manner. Five texts correctly separated behavioral and emotional catharsis, but failed to mention the origins of emotional catharsis in social learning. Other inaccuracies were also found. The specialized textbooks in social psychology were not found to treat emotional catharsis any more accurately. Implications of the findings include: (1) growth of the knowledge base exacerbates the problem of accuracy and concensus; (2) theoretically the problem of textbook validation for accuracy may be understood in terms of social learning theory; and (3) defining a concept without critical evaluation leaves a false impression that the concept is viable. (SW)

ED 270 022 HE 019 336

Feasibility Plan for a Comprehensive Student Information Study. A Report to the Legislature and Governor in Response to Assembly Bill 880 (1984). Commission Report 86-8.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 86
NOTE- 38p.
AVAILABLE FROM- California Postsecondary Education Commission, Publications Office, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); College Students; Databases; *Data Collection; Higher Education; *Information Needs; Information Systems; Institutional Characteristics; *Institutional Research; *Research Design; State Legislation; *Statewide Planning; *Student Characteristics
IDENTIFIERS- *California

A feasibility plan is presented for a California comprehensive student information study that would identify factors affecting students' progress through California's entire educational system. The feasibility plan identifies: (1) potential improvements, (2) the study design required to achieve them, (3) the cost of implementing the design, including savings resulting from reduced duplication of effort, (4) a schedule for implementing the study, and (5) conclusions and recommendations for further state and segmental initiatives for improving student information for public educational policy planning. Included is an overview of study objectives, related research questions, and required data elements. For 30 student characteristics, 6 institutional characteristics, and 6 community characteristics, a chart indicates the educational entity that currently has the data elements needed for the comprehensive study. The text of California Assembly Bill 880 is appended, along with a consultant's report on the cost of implementing a uniform student identification system. Also appended is a background paper on the feasibility plan that includes information on study objectives, existing student databases, new data elements, and alternative mechanisms for collecting and reporting information. (SW)

ED 270 049 HE 019 364

Lambert, Leo M.

A Discussion of the Evaluation of the Interdisciplinary Seminars Program of the Honors College at the State University of New York at Oswego.

PUB DATE- 17 Oct 85

NOTE- 28p.; Paper presented at the Joint Meeting of the Evaluation Network/Evaluation Research Society (Toronto, Ontario, October 17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Advanced Students; *Curriculum Development; Higher Education; *Honors Curriculum; *Interdisciplinary Approach; *Program Evaluation; Seminars; State Universities; Student Attitudes; *Student Participation; *Teacher Attitudes

IDENTIFIERS- *State University of New York Oswego

This paper summarizes an evaluation of the Interdisciplinary Seminars Program of the Honors Colleges at the State University of New York at Oswego. The Program, which was sponsored by the Fund for the Improvement of Postsecondary Education, involved teams of faculty and advanced students from the Honors College in the development of five interdisciplinary courses. Titles of the seminars, which became permanent curricular offerings, were: Women and Men, Energy, The Fallen World, Myth and Symbol, and Tolerance and Prejudice. Five major concerns guided the evaluation: (1) how the course development process evolved; (2) faculty experiences with the program and faculty views of the most significant outcomes of their work; (3) experiences of student seminar participants and their contributions to the new curricula; and (4) perceptions of students enrolled in the courses. Data collection included unstructured interviews, mail surveys, and site visits. Three phases that all seminar groups encountered during the development process were: organization and attention to group process; exploration and brainstorming; and creating a structure, process, or core of knowledge. Student and faculty perceptions are summarized, and the student and faculty evaluation survey forms are appended. (SW)

ED 270 077 IR 012 076

McMeen, George R.
Designing and Creating Computer-Assisted Instruction.
PUB DATE- 17 Oct 85
NOTE- 26p.; Paper presented at the Annual Conference of the Association for California College Tutorial and Learning Assistance (12th, Sacramento, CA, October 17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Software; Flow Charts; *Instructional Design; Instructional Innovation; *Microcomputers; *Programing; *Programing Languages; Teaching Methods
IDENTIFIERS- *Pilot Author Language

Designed to encourage the use of a defined methodology and careful planning in creating computer-assisted instructional programs, this paper describes the instructional design process, compares computer-assisted instruction (CAI) and programmed instruction (PI), and discusses pragmatic concerns in computer programming. Topics addressed include: instructional goals and objectives; task description and flow charting; similarities and points of tangency between CAI and PI; linear and branching programming techniques; categories of CAI programs (drill and practice, tutorial, simulations, and games); writing a CAI program; authoring tools such as AUTHOR, ApplePILOT and SuperPILOT; and PILOT commands. Two examples of short PILOT programs are provided. It is pointed out that today's increase in microcomputer sales requires educators to recognize the importance of good programming in courseware/software; it is also important for teachers to be able to make use of corresponding developments in the instructional application of microcomputers in the classroom and in the utilization of authoring tools and simple methods of programming. A list of references is provided as well as appendices containing sample computer programs for a math drill and practice problem, a tutorial, and a program involving low-resolution graphics. (JB)

ED 270 104 IR 012 224

Olson, Michael; Minor, Barbara B.
Videotex 1985: Educational Applications. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Distance Education; Educational Experiments; Elementary Secondary Education; Futures (of Society); Higher Education; Information Dissemination; *Information Networks; Information Sources; Interactive Video; *Online Systems; Video Equipment; *Videotex
IDENTIFIERS- ERIC Digests

Videotex is a generic term used for any electronic system that can be used to retrieve both print and graphic computer-based information via video display monitors or specially adapted television sets. Both one-way (broadcast videotex) and two-way (interactive videotex) exist; these can be used as an information source, a delivery medium, a distance education manager, or a communication network between any combination of teachers and students. Seven experimental projects illustrate different approaches to the utilization of videotex: (1) Northeast Educational Technology Consortium (NETC)--teachers as subject matter experts consult online with teachers and students; (2) Annenberg/CPB (Corporation for Public Broadcasting) Project, University of Wisconsin-Extension, Madison--electronic text materials support Public Broadcasting Service television programs in a college political science course; (3) Satellite Syndicated Systems and Keycom Electronic Publishing--a nationally distributed electronic teletext magazine service; (4) Cyclops--system used for tutoring sciences at the British Open University; (5) Alberta Correspondence School--vocational education programs delivered to rural areas; (6) Indiana University--use of a commercial videotex service for a middle school science class; and (7) Shasta County Public Schools Media Center--live broadcasts via a two-way communication link from students at remote sites to on-campus instructors. A brief discussion of future uses of videotex and a 15-item bibliography complete the digest. (JB)

ED 270 145 JC 860 281

Illinois Community College Board Tenth Biennial Report, 1983-1984.
Illinois Community Coll. Board, Springfield.
PUB DATE- Mar 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Community Colleges; *Educational Finance; Enrollment Trends; *Governance; State Agencies; State Surveys; Statewide Planning; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Illinois

An overview is provided of the governance, enrollments, programs, finances, facilities, and significant activities and concerns of Illinois' public community colleges. The report begins by describing the organization of the state system into 39 public community college districts and 52 colleges. The next section deals with student enrollment, noting that over 50% of all students in higher education in Illinois are enrolled in community colleges; that many of these students attend on a part-time basis in short-term courses beginning after the regular fall term begins; and that 32% of the community college students are enrolled in programs designed to prepare individuals for employment or to upgrade job skills. The next section discusses college programs, highlighting curricular additions and changes that took place in 1983 and 1984 as community colleges kept pace with changing student needs and job markets. Next, financial data are presented, covering revenue sources (e.g., credit hour grants, equalization grants, disadvantaged student grants, economic development grants, advanced technology equipment matching grants, and state appropriations). The next section discusses the need for new facilities to house new programs for the emerging technologies and the need for remodeling and renovating some of the older campus buildings. The last sections summarize significant state legislation affecting community colleges, major activities of the Illinois Community College Board, and areas of concern. (RO)

ED 270 230 PS 015 875

Hubbs-Tait, Laura

Transitions in the Reasoning of Pre- and Early Adolescents: A New Method of Assessment.

PUB DATE- May 86
NOTE- 22p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Ability; *Developmental Stages; Elementary Education; *Elementary School Students; *Formal Operations; Grade 5; Grade 6; Grade 7; Performance Factors; *Problem Solving
IDENTIFIERS- Raven Progressive Matrices

A task was developed to differentiate the reasoning of elementary school students in fifth, sixth, and seventh grades. Subjects completed 16 matrices containing two, three, or four dimensions and varying in the embeddedness of the dimensions. They also solved a formal operational task assessing ability to isolate, exclude, and include variables. Participants were told to look at the eight filled cells of each matrix in order to determine the missing ninth picture. Drawings of the figure which subjects thought completed each matrix were scored for the proportion of dimensions differing from those of the correct figure. Error scores revealed that fifth grade students made more errors across all types of matrices. Only seventh grade students made no more errors of four-dimensional figures than they did on figures with three dimensions. Inclusion of interactions on the formal operational task correlated with error scores on two- and three-dimensional matrices, but not with matrices having four dimensions. It is concluded that results confirm the hypothesis that matrix problem solving continues to develop during pre- and early adolescence and is related to the emergence of formal operational thought. (RH)

ED 270 273 RC 015 779

Beadwork for Children/Weegwahs: An Ojibwe Story and Activities Using Birch Bark.

Minneapolis Public Schools, Minn.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Indian Section.
PUB DATE- Jun 79
NOTE- 75p.; Appended photographs may not reproduce clearly.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools: Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($17.25 ea., plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; American Indians; *American Indian Studies; *Art Activities; Cultural Activities; *Cultural Awareness; Cultural Background; Design Crafts; Elementary Education; *Handicrafts; *Learning Activities; Resource Units
IDENTIFIERS- *Beadwork; *Birch Bark; Ojibwe (Tribe); Plains Indians (Anthropological Label)

Two resource units give elementary students an understanding of American Indian arts and crafts. The first unit consists of seven beading activities for early elementary students using beads the teacher and/or students make themselves. The unit gives a short history of American Indian beadwork, describes the materials and designs used by Plains and Woodland tribes, and provides activity learning objectives, directions for teachers, a vocabulary list, an evaluation checklist, and a resource list. Activities include making macaroni beads, straw beads, paper beads, clay beads, baked beads, rosettes, and bracelets formed on shoebox looms using ' of 13 patterns. The second unit gives characteristics and uses of birch bark by the Ojibwe tribe, learning objectives for the activities, directions for teachers, a vocabulary list, an evaluation checklist, and a resource list. An Ojibwe legend told to children relates how birch bark came to be used. A discussion sheet on the qualities of birch bark and eight activities on using birch bark are provided. Activities include making a birch bark plaque, basket, transparency, folded cutouts, floral designs, owl, canoe, and muhkuk. (LFL)

Thomas, Ruth G.; And Others
Access to Educational Opportunity in Rural Communities: Alternative Patterns of Delivering Vocational Education in Sparsely Populated Areas. Volume 5: Clay-Wayne County Joint Agreement: A Decentralized Noncenter Agreement.
Minnesota Univ., St. Paul. Agricultural Experiment Station.
REPORT NO.- AD-SB-2715
PUB DATE- 86
NOTE- 92p.; For related documents, see ED 258 733 and RC 015 815-817.
AVAILABLE FROM- Community Resources Distribution, Room 3, Coffey Hall, University of Minnesota, 1420 Eckles Avenue, St. Paul, MN 55108 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Agricultural Education; Case Studies; Cooperative Programs; *Decentralization; *Delivery Systems; *Educational Cooperation; Home Economics; Program Descriptions; *Rural Education; School Districts; School Organization; Secondary Education; *Vocational Education; Vocational Training Centers
IDENTIFIERS- Illinois; Sparsity (Population)

A decentralized noncenter agreement pattern of inter-school district cooperation is examined in this final of four case studies addressing access of rural students to vocational education. The report identifies essential features of this form of cooperation, details factors facilitating/impeding the operation/maintenance of the cooperative arrangement, assesses the program's compatibility with its three-county southwestern Illinois setting, and recommends modifications for further study and development. Chapter I presents study background, purposes, and methods. Chapter II outlines political and demographic setting characteristics. Chapter III analyzes size, facilities, finances, governance, staff, scheduling, curriculum, students, and perceptions of school personnel and community members of the participating school districts. Chapter IV focuses on the history, legal structure, financing and costs, size, staff, scheduling and curriculum, students, and transportation needs of the center. Chapters V through VII detail consumer homemaking, occupational home economics and vocational agricultural programs. Chapter VIII offers a summary, concludes that this type of approach works best where distances between communities are relatively short and schools have high-quality programs not offered by other districts, and recommends that this concept be explored further. Appendices contain the continuing vocational joint agreement documentation and billing work sheet. (NEC)

ED 270 319 SE 046 621

Allal, Linda
Competition and Cooperation in the Context of Games Used for Mathematics Instruction.
PUB DATE- 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Cooperation; *Educational Games; *Elementary School Mathematics; Foreign Countries; Games; Grade 2; Grade 3; Interpersonal Relationship; Mathematics Education; *Mathematics Instruction; Primary Education; *Student Behavior
IDENTIFIERS- Rule Application; Switzerland (Geneva)

A number decomposition game (DECO) was investigated in two versions of the game using the same arithmetic operations but differing in their structure of interdependence. The structure of interdependence is defined as the relationship of competition or cooperation between players and the criteria for successful attainment of game goals as defined by pre-established rules. Subjects for the study were 64 second and third grade students at two public elementary schools in Geneva, Switzerland. A two-way analysis of variance was used on grade crossed with game version as measured by percent of interactions, percent of mutual monitoring and control, adequacy of decomposition strategy, and percent of errors. For percent of interaction, all three effects--grade, game version and their interaction--were significant. For monitoring and control, all were non-significant. For decomposition strategy, game was significant and for errors, game version was significant. Quantitative indicators of congruence of playing behavior with game rules, monitoring and control, and decomposition were examined by regression analysis. Quantitative and qualitative measures were used to identify player profiles for both versions of the game. These player profiles did not appear to have a systematic impact on game outcome. (JM)

ED 269 981 FL 015 720

Bannert, Robert
Survey of Foreigners' Pronunciation Problems in Swedish.
PUB DATE- 80
NOTE- 13p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Chinese; Comparative Analysis; English; *Error Patterns; Finnish; Foreign Countries; Greek; Immigrants; Japanese; Panjabi; Persian; Polish; *Pronunciation; *Second Languages; Spanish; Speech Communication; *Suprasegmentals; Surveys; *Swedish; Thai
IDENTIFIERS- *Accents; Sweden

This paper reports results of an analysis of pronunciation problems and error patterns in the recorded speech of 38 immigrants to Sweden. The recordings, of both spontaneous and elicited speech in Swedish, were taken from an archival collection. The native-language groups studied include British English, Spanish, Polish, Finnish, Greek, Persian, Punjabi, Japanese, Chinese, and Thai. Samples of Swedish spoken with prototypical accents of the native languages were used, analysis of the samples was accomplished by direct auditory analysis for comparison with Swedish phonology rather than from transcriptions, and evaluation of pronunciation problems was based on two typical accent phenomena: non-attainment of a phonemic target and impaired comprehensibility involving mostly prosodic features, such as stress, and their combinations. The results of the analyses are presented in chart form, which note the specific Swedish segmental and prosodic targets at phrase, word, and syllable levels and the languages in which those targets appear to be most problematic. The chart format is used to clarify the number and distribution of problems for each language and to be a potentially useful source of information for teachers of Swedish for foreigners. (MSE)

ED 270 009 HE 019 321

Licata, Christine M.

Post-Tenure Faculty Evaluation: Threat or Opportunity? ASHE-ERIC Higher Education Report No. 1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.

REPORT NO.- ISBN-0-913317-28-4
PUB DATE- 86
NOTE- 118p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; *College Faculty; Decision Making; Employment Practices; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; Higher Education; *Personnel Policy; Rating Scales; Standards; Tenure; *Tenured Faculty

Factors that have led to post-tenure evaluation of faculty are considered, along with limitations of tenure in general and current post-tenure evaluation practices. Positions of advocacy and opposition to post-tenure evaluation are identified, along with practical considerations that institutions might consider before modifying or implementing a formal process for post-tenure evaluation. Three purposes of post-tenure evaluation are identified: to supply documentation for removal for incompetence; to provide input for decisions in the areas of reductions in force, merit raises, and promotions; and especially to support faculty development and improved instruction. Five principles of faculty evaluation are recommended: a clearly defined purpose, multiple sources of input to the evaluation, identifying areas and criteria to be assessed, measurable standards, and a flexible and individualized evaluation plan. Appended is a summary of a survey of 30 institutions, 16 of which had a formal post-tenure evaluation plan. Information is provided on evaluation objectives, effectiveness, frequency, participants, process followed, and the names of the 16 institutions. Also appended are 16 pages of references and information on sources of sample rating forms for faculty evaluation. (SW)

Moran, Anne D.; Volmink, John
Supporting Change: Working with South African Universities.
PUB DATE- May 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Black Students; College Role; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *International Educational Exchange; *Remedial Instruction; *Student Financial Aid; *Technical Assistance
IDENTIFIERS- *South Africa; *United States

University and pre-university education in South Africa is briefly described, along with areas where U.S. universities can assist South African organizations working to promote equal access to quality education. Three basic areas are explored: financial aid for South African students; manpower support to help in tutorials and academic research; and advanced and flexible training opportunities in the United States. Primary and secondary education is segregated and unequal. In addition to the practice of teaching blacks only those skills necessary to serve the white community, black school teachers are grossly underprepared, rooms are overcrowded, and books/supplies are often unavailable. While universities were originally developed to conform to the racial classification in the country, today universities are free to admit students on academic merit alone. Since many blacks cannot enroll at universities because they lack the modest fees required, there is a growing need for student financial aid. In addition, U.S. academics can work with South Africans to provide remedial instruction and assistance in academic research and educational development. Development of flexible programs in the United States conducted over a 3-month to 1-year period could be helpful to South African leaders. Ways for U.S. institutions to get involved are discussed. (SW)

ED 270 119 IR 051 534

Mahon, F. V., Ed.

Planning and Establishment of a National Teledocumentation Network--Guidelines Based on the Spanish Experience.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-85/WS/22
PUB DATE- Aug 85
NOTE- 127p.
AVAILABLE FROM- UNESCO, Division of the General Information Programme, 7 Place de Fontenoy, 75700 Paris, France (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Databases; *Developing Nations; Foreign Countries; International Cooperation; *Library Planning; Models; *Online Searching; *Online Systems; Program Descriptions; Reference Services
IDENTIFIERS- *Information Industry; Information Management; Spain

Finding that the promotion of a national information industry can best be pursued through the planning and establishment of a national teledocumentation network, this study (based on the experiences of Spain) offers a model that may be of interest to UNESCO (United Nations Educational, Scientific and Cultural Organization) member states wishing to develop a viable online searching or national teledocumentation strategy. Following an introduction, the document contains 11 major sections: (1) Typology of Public and Private Bodies Participating in the National Teledocumentation Networks; (2) Introduction and Promotion of Teledocumentation Services; (3) Need to Endow the Promotion Group with Independent Legal Status; (4) Getting Started in Teledocumentation; (5) Structure of the Teledocumentation Sector; (6) Management Body of the Promotion Group; (7) Training of Specialists in Access to Databases; (8) Dissemination and Marketing of Teledocumentation Services; (9) Stimulating a Spirit of Cooperation among Teledocumentation Intermediaries; (10) Development of the Database Production and Distribution Subsectors; and (11) Building Up Research and Development and Consulting Capabilities for the Launching of New Value Added Services. Detailed descriptions of specific activities are contained in a series of annexes. (THC)

ED 270 158 JC 860 295

Brinkman, Paul T.

The Financial Impact of Part-Time Enrollments on Two-Year Colleges: A Marginal-Cost Perspective.

National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- 83

NOTE- 45p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Community Colleges; *Costs; Educational Finance; *Expenditure per Student; *Financial Needs; *Full Time Equivalency; *Full Time Students; *Part Time Students; School District Spending; Two Year Colleges; Two Year College Students

In light of the increasing enrollment of part-time students at public two-year colleges, the question arises whether the conventional ratio (3:1 or so) for converting part-time to full-time equivalent (FTE) enrollment accurately represents the actual costs of providing services to part-time versus full-time students. A study was conducted to assess the relative effect of part-time versus full-time students on several types of expenditures in the two-year college. Using a translog model, costs were represented by reported expenditures; output by the number of full-time, part-time, and non-credit students; prices by average salaries for full-time faculty; and technological conditions by program emphasis, the percent of students earning a degree, and the system status of the institution. The study found that: (1) the marginal costs for instruction at small colleges were estimated to be $1335 for a full-time student and $245 for a part-time student, while costs at large institutions were estimated to be $1941 for a full-time student and $194 for a part-time student; (2) regardless of institutional size, the ratio of full-time to part-time marginal costs was greater in the instructional area than in student services; and (3) at the majority of the two-year colleges in the sample it cost only about one-fifth to one-seventh as much to provide instructional services for a part-time student as a full-time student. A five-page list of references and cost data for the 779 colleges in the study sample are appended. (EJV)

ED 270 201 PS 015 782

Phillips, Shelley
Children's and Youth's Anxiety about Nuclear Threat. Selected Papers Number 41.
Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 85
NOTE- 13p.; For other papers in this series, see PS 015 778-783.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Anxiety; *Elementary School Students; Emotional Experience; Family Role; Foreign Countries; *Nuclear Warfare; *Preschool Children; *Psychological Patterns
IDENTIFIERS- *Australia

After introductory material focusing on the nature of children's awareness of nuclear weapons, the anxieties of preschool and school age children are described. Topics discussed include fear of the bomb, fear of loss of family members, level of cognitive development and understanding of nuclear processes, and helping younger children cope. Adult defences against nuclear threat are pointed out prior to a discussion of the responses of adolescents and youth to nuclear threat. Specific attention is given to youth's changing attitudes toward nuclear threat, defending against anxiety, living without a sense of future, inability to identify with helpless role models, cynicism and learned helplessness, and the preemption of developmental tasks. Concluding remarks deal with the role of the family as a supportive buffer protecting children from psychological damage by outside threats and, briefly, the role of the school in providing instruction concerning issues related to nuclear war. A short bibliography concludes the report. (RH)

ED 270 244 RC 015 727

Borgrink, Henry, Comp.
New Mexico School District Profile: 1984-1985 School Year.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Testing, and Data Management Unit.
PUB DATE- 86
NOTE- 397p.; For the 1982-83 study, see ED 254 523.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Anglo Americans; Bilingual Education Programs; Dropout Rate; Elementary Secondary Education; *Enrollment; *Ethnic Groups; Hispanic Americans; Institutional Characteristics; Profiles; *Public Schools; School Demography; *School Districts; *School Statistics; State Surveys; *Student Characteristics; Student Mobility; Teacher Characteristics; Testing Programs; Test Results; Vocational Education
IDENTIFIERS- American College Testing Program; Comprehensive Tests of Basic Skills; *New Mexico; New Mexico High School Proficiency Examination

This report provides a broad cross section of data on the operation and performance of New Mexico public schools during 1982-85. Data on enrollment (in kindergarten, in grades 1-6 and 7-12, and in special education, and percent enrolled in Title I and bilingual education programs), student characteristics (dropout rate, ethnicity, mobility), teacher characteristics (pupil/teacher ratio, teacher load, ethnicity, education, experience), number of high school graduates, test results (Comprehensive Tests of Basic Skills, New Mexico High School Proficiency Exam, and American College Testing program), and vocational education enrollments are presented by year for each school district. The report has three sections. Section I discusses statewide data using bar graphs. Section II explains each variable and cites data sources. Section III contains the data for each school district arranged alphabetically by district. Statewide characteristics noted during the 3-year period include increased enrollment, ethnic composition of 47% Anglo, 41% Hispanic, and 9% Native American, 20% of students reporting Spanish or Native American dialect as primary language, declining dropout rate, overall decrease in pupil/teacher ratio, increase in percentage of students passing the High School Proficiency Exam, increase in average scores on the Comprehensive Tests of Basic Skills, and decrease in American College Testing program scores. (LFL)

ED 270 305 SE 046 601

Winn, Bill

Simultaneous and Successive Processing of Circuit Diagrams Having Different Amounts of Detail.

PUB DATE- 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Diagrams; *Electric Circuits; Instructional Improvement; Physical Sciences; Science Education; *Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- Science Education Research

The instructional effectiveness of diagrams has been substantiated by research; however, research findings are limited for the identification of the conditions that are necessary for learning from diagrams. The study reported in this paper investigated certain properties of diagrams and how they relate to cognitive processes that students use when learning from them. Specifically, the effect of varying the amount of detail in elements in a diagram on students' ability to perform simultaneous and successive processing tasks was explored. The two tasks required high school students (N=41) either to study and draw from memory an electronic circuit diagram (simultaneous task), or to study and remember a list of the individual components in the circuit in a particular order (successive task). It was found that students who saw diagrams with symbols performed better on the sequence task and worse on the pattern task than the students who saw the diagrams with squares, whose performance on the two tasks was exactly the opposite. A subsequent experiment found that requiring the students to label the elements in the diagram did not interfere with their ability to remember the patterns of the components. (ML)

Kutzner, Patricia L.; Lagoudakis, Nickola

Who's Involved with Hunger: An Organization Guide for Education and Advocacy. Fourth Edition.

World Hunger Education Service, Washington, DC.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 85
NOTE- 53p.; For 3rd edition, see ED 247 161.
AVAILABLE FROM- World Hunger Education Service, 1817 G St., N.W., Washington, DC 20005 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Food; Global Approach; *Hunger; *Nutrition; *Organizations (Groups); *Poverty; *World Problems
IDENTIFIERS- *United States

Organizations that concern themselves with the problems of hunger and food distribution are listed in this directory. Each listing includes a U.S. address, phone number, contact person, brief description, and publications. The first category, "Governmental Organizations," is further divided under the headings: United Nations System; other multilateral organizations; U.S. federal agencies; and Congress. "Private Agencies-Global Focus" includes: information/education; policy oriented research; legislation/voter education; appropriate technology; private voluntary organizations in foreign assistance; and religious organizations. "Private Agencies-National Focus" describes agencies involved with: federal food programs; United States food system; poverty research and action; and local self-reliance. The last division is a geographic one: the seven regions of the United States. (BZ)

Jalbert, Norine Lau
Computer Literacy and the Forgotten Professor.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *College Faculty; *Computer Literacy; Emotional Response; Faculty Development; Higher Education; *Information Science; Inservice Teacher Education; Psychological Patterns; Role Conflict; *Socialization; Teacher Attitudes; *Teacher Response; Teacher Workshops

The interaction between computer/information technology and the teaching professoriate is considered. Based on a model introduced in 1984, the first encounter with computing is viewed as an alien culture into which the novice must be socialized. Three distinct stages occur in socialization: reality shock, confusion, and attempts at control. To ease the transition of the teaching faculty into the computing culture, the college needs to develop programs to help faculty progress through each of these stages. Novices need to be forewarned about the nature of computing work and about its strengths and weaknesses. The effectiveness of different programs of anticipatory socialization on the reduction of reality shock need to be examined. Among the considerations for schools are: providing hands-on experience through inservice workshops and conferences determining how often workshops should be offered, and deciding on the usefulness of general discussions of computer capabilities and applications. At the stage of exerting control or mastery, two major issues should be studied: sources of faculty resistance to computerization and mechanisms to overcome resistance. Psychological reactance, fear of technology, and role conflict and role reversal are sources of faculty resistance to computerization. (SW)

ED 270 091 IR 012 109

Moursund, David
High Tech/High Touch: A Computer Education Leadership Development Workshop. Second Edition.
International Council for Computers in Education, Eugene, Oreg.
PUB DATE- Sep 85
NOTE- 194p.
AVAILABLE FROM- International Council for Computers in Education Publications, 1787 Agate St., Eugene, OR 97403 ($16.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; *Group Activities; *Group Dynamics; *Inservice Teacher Education; Instructional Innovation; Interpersonal Competence; Leadership Training; Mathematics Instruction; *Microcomputers; Problem Solving; Social Studies; Teaching Methods; Workshops
IDENTIFIERS- *Leadership Development Program

This document contains materials and suggested activities for use in a 5-day workshop on leadership development for instructional computer coordinators, computer education teachers, workshop leaders, teachers of teachers, and other people who play a leadership role in the workshop format in small group discussions, together with sharing and practicing ideas related to the large group presentations. Many of the activities and discussion topics focus on improving communications and interpersonal skills. Organized into 15 sessions, topics addressed include: (1) active listening; (2) computers in instruction; (3) leadership traits; (4) higher-order skills; (5) problem solving; (6) goals of computer education; (7) analysis of the computer-assisted learning (CAL) goal; (8) computer integrated instruction; (9) the computer coordinator; (10) evaluation; (11) the "I Can't Write" syndrome; (12) mathematics education; (13) computer-based information systems (CBIS) in social studies; (14) stress and burnout; and (15) keeping up, final questions, and closure. Material for each session includes a statement of goals, information on tbe topic covered, and individual and group exercises. Most sessions also provide a list of references. (JB)

ED 270 133 JC 860 167

Davoren, Donna

Annual Full-Time Equivalent Enrollment and Student Semester Credit Hour Production in Arkansas State Two-Year Colleges, 1983-84.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- May 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Programs; *Community Colleges; *Enrollment; *Enrollment Trends; *Full Time Equivalency; State Surveys; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Arkansas

Drawing from information collected through the Arkansas Higher Education Information System, this report summarizes student semester credit hour (SSCH) production for Arkansas state two-year institutions and the full-time equivalent (FTE) enrollment generated from SSCH for the period 1979-80 through 1983-84. The report offers data and analyses on trends in FTE enrollment, fall and spring FTE enrollment shares, and trends in SSCH production by term and subject areas. Highlighted findings include the following: (1) total annual FTE enrollment changed insignificantly, dropping only 2% between 1982-83 and 1983-84; (2) fall and spring shares of total annual SSCH converged for several years, but in 1983-84, the two terms' SSCH diverged, with fall taking the larger share; (3) the most popular subjects, as measured by the percentage of SSCH generated, were Business and Office, and Letters categories; (4) in 1983-84, occupational SSCH made up about 1% more of total community college SSCH than in 1982-83; and (5) occupational emphasis from campus to campus ranged from 2.5% to over 60% of total SSCH. (EJV)

ED 270 172 JC 860 312

Norris, Neal
Adjunct Faculty Handbook: Title III Curriculum Enrichment Activity.
Reading Area Community Coll., Pa.
PUB DATE- May 86
NOTE- 64p.; Staff assistance and financial support provided through a Strengthening Program Grant (Title III of the Higher Education Act of 1965).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adjunct Faculty; Community Colleges; Faculty Handbooks; Part Time Faculty; *School Policy; *Teacher Orientation; Teacher Responsibility; *Teacher Role; Two Year Colleges
IDENTIFIERS- *Reading Area Community College PA

Designed for new adjunct faculty at Reading Area Community College (RACC), this handbook provides an orientation to the college's policies, procedures, and services applying to the credit instructional program. Part 1 presents the history and philosophy of the college; discusses its mission, goals and, accreditation; and includes an organizational chart. Part 2 provides general information about the college, focusing on areas such as adjunct faculty orientation, emergency procedures, class opening procedures, scheduling, placement testing, and purchasing. Part 3 identifies areas in which procedures may differ at the divisional level. Finally, part 4 offers guidance on instructional policies and procedures, covering academic standards, student rosters, the grading system, add/drop procedures, student evaluations, teaching methods, textbook orders, skills referral procedures, counseling services, faculty support services, and student support services. The appendix contains samples of a number of college forms. (RO)

ED 270 186 JC 860 327

Lazdowski, Walter P.
Saving Your Assets (Open-Entry/Open-Exit).

PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Conference of the Western College Reading and Learning Association (19th, Los Angeles, CA, March 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Community Colleges; High Risk Students; *Individualized Instruction; Learning Modules; Program Descriptions; *Remedial Instruction; *Remedial Programs; *Remedial Reading; *Study Skills; Two Year Colleges
IDENTIFIERS- *El Paso Community College TX

In an effort to reduce attrition and save valuable educational assets, the Developmental Education Department at El Paso Community College developed two new 3-hour courses, which students can enroll in and complete at any time during the year. The two courses, College Prep Reading Development and College Prep Study Skills Development, were designed to accommodate those students who find themselves overwhelmed in courses for which they are poorly prepared. Because of simplified registration procedures, students can enroll in either or both courses mid-term without affecting their current class schedule. Students may exit the course whenever they achieve a mastery score in all 16 course modules. The modules can be approached through independent study, one-on-one tutorials, or small work groups depending upon the ability level of the student and upon available resources. Each learning module is self-contained, having its own objectives, self-paced activities, and a post-test. (RO)

ED 270 216 PS 015 848

Asano, Mildred M.

A Follow Up Study of Children with Get Set Day Care and Prekindergarten Head Start Experience Who Enrolled in the School District of Philadelphia, Fall, 1978 & 1980.

Philadelphia School District, PA. Office of Planning, Research and Evaluation.

PUB DATE- Feb 86

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Compensatory Education; Day Care; Elementary Education; Followup Studies; Grade Repetition; Low Income Groups; *Outcomes of Education; *Predictive Measurement; Preschool Education; *Preschool Tests; Program Effectiveness; *Screening Tests; Special Education; *Test Validity

IDENTIFIERS- *Developmental Behavior Checklist; Get Set Program; *Philadelphia School District PA; Project Head Start

The subsequent school progress of children who attended the Get Set Day Care (GSDC) or Prekindergarten Head Start (PKHS) preschool programs compared to peers who had a different type or no preschool experience is examined in this document. The study corroborates the two major findings of the Consortium for Longitudinal Studies: that preschool programs (1) reduce the number of children assigned to special education and (2) increase the likelihood of promotion to grade level. A locally designed assessment form, the Developmental Behavior Checklist (DBC), was also examined in this study and determined to have some predictive utility as an effective initial assessment instrument for identifying "pupils at risk" (i.e., retained in grade or assigned to special education). The children's 1983-84 school placement and their assessed preschool developmental preparation for schooling suggest that the DBC can be used to identify a population of children at risk who may require instructional intervention beyond the regular education program offered to students. The data from the DBC is compiled and presented in a series of seven tables. (DR)

ED 270 350 SO 017 158

Tan, Jee-Peng; And Others

User Charges for Education: The Ability and Willingness to Pay in Malawi. World Bank Staff Working Papers No. 661.

World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0405-4
PUB DATE- 84
NOTE- 114p.; For related documents, see SO 017 155; SO 017 159.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC. 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Education; Educational Economics; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Financial Policy; Financial Support; Public Education; School Funds; School Taxes; Student Costs
IDENTIFIERS- *Malawi

User charges are explored as an alternative source of finance for educational investment in Malawi. Two major issues are addressed: first, are families able and willing to pay; and second, what can users accomplish in terms of expanding the size of realized enrollment, given the public budget constraint. An analysis of data from primary and secondary schools; a review of the patterns of private expenditure on schooling; a description of the continuation rates under hypothetical future fee increases; and an examination of the willingness to pay from evidence of household enrollment and from economic rationale leads to a discussion of policy implications and conclusions. The empirical evidence suggests that (1) a moderate fee increase is unlikely to precipitate a large drop-out rate among students (primary and secondary) currently enrolled; (2) enrollments will increase due to the larger number of places made available because of the fee increase; and (3) increased fees are likely to have a stronger impact on lower income families; therefore, they should be linked with equity measures. Appendixes include a methodological explanation for the study and questionnaires for primary and secondary school pupils. References are provided. (RSL)

Second Language and International Studies: Policy Study and Recommendations.
Illinois State Board of Education, Springfield.
PUB DATE- Feb 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Area Studies; *Curriculum Development; Educational Trends; Elementary Secondary Education; Faculty Development; Federal Legislation; *International Studies; Language Enrollment; Language Teachers; Master Plans; Policy Formation; Program Effectiveness; *Public Policy; *Second Language Programs; State Departments of Education; State Legislation; *Statewide Planning; Teaching Methods; Trend Analysis

This study of the importance of second language and international studies in Illinois in relation to the interests of the state covers the following topics: the importance of second language and international studies, characteristics of effective programs in second language and international studies, the status of those studies in Illinois, and implications of the study for State Board of Education policy. Information was drawn from the progress of a statewide five-year plan, a citizens' panel report, and syllabus and curriculum reports from Illinois schools. It was found that Illinois schools provide little opportunity for initiating study or encouraging continuation of a second language, and that a significant discrepancy exists between the need for second language proficiencies and the number of persons developing them. It is concluded that Illinois must take stronger action to provide language programs to develop usable proficiency from elementary through secondary grades, guarantee access to those programs for all students, increase second language enrollments, expand the range of languages offered, develop the international dimension of education, develop the existing skills and increase the supply of second language teachers, and improve the quality and effectiveness of instructional models and materials. Appended are a list of references and background papers, a copy of the American Council on the Teaching of Foreign Languages proficiency guidelines, remarks of Illinois Lieutenant Governor George Ryan from the Congressional Record, and the Illinois State Board of Education Policy Statement on Foreign Languages and International Studies. (MSE)

ED 269 996 HE 017 374

Dabney, Margaret G.
Interdisciplinary Center for Research, Development, Dissemination and Evaluation of Women and Minorities. Final Report.
Virginia State Univ., Petersburg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.
PUB DATE- Jan 83
NOTE- 11p.; Cited appendices do not appear in this document.
GRANT- NIE-G-79-0054
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; Black Teachers; *College Faculty; *Faculty Development; Federal Programs; Females; Higher Education; Interprofessional Relationship; Mentors; *Minority Groups; *Professional Development; *Research Skills; State Universities; *Women Faculty

A final report on the development and operation of a research training institute by Virginia State University in Petersburg is presented. Objectives of the federally-funded Research, Development, Dissemination, and Evaluation Center at the university include: to provide opportunities for women and minorities at the university to develop and/or refine their skills to conduct research that will improve the quality of education; to assist women and minorities in gaining a variety of professional experiences through mentor relationships; to increase the research, development, and publication activities of women and minorities at the university through seminars, professional study, and workshops; to provide a cadre of women and minorities with new knowledge and skills to provide technical assistance to others at Virginia State University, other historically black institutions in Virginia, and nearby junior colleges; and to increase the opportunities for women and minorities to assume administrative and leadership positions that require research skills and abilities. It is noted that inservice training for faculty included such topics as research presentations and microcomputers. Information is included on the annual grant budgets. (SW)

Shale, Doug
International Innovation in Higher Education: The Open Universities.
PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *College Administration; *College Programs; Comparative Education; *Distance Education; *Educational Innovation; Educational Technology; *Foreign Countries; Higher Education; *Open Universities; School Organization

Open universities are analyzed from the perspective of innovation in higher education in the areas of organization/administration and curriculum/instruction. Examples are drawn from open universities internationally to illustrate what was intended to be innovative, what worked out as innovative, and what turned out unexpectedly to be innovative. Dimensions of openness include: greater access to college, flexible entrance requirements, less constraints of having to be somewhere at a particular time, award of advance credit for university credit work undertaken elsewhere, award of credit toward a degree for nonformal learning, and independent study that is self-paced. Organizational and administrative innovation in the production of home study course packages at the British Open University (UKOU), at Canada's Athabasca University, and at Australia's Deakin University is addressed, along with curricular and instructional innovation, including the use of systematic feedback from students and academic colleagues. An example of an innovation that worked is the course team at UKOU. The use of technology (radio and television) did not greatly change education, although it enhanced the standard print-based home study course. Finally, the potential for further innovation is considered. A bibliography and two tables are appended. (SW)

ED 270 078 IR 012 078

Wepner, Shelley B.
Educational Computing in New Jersey: A Status Report.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Computer Literacy; Computer Uses in Education; *Elementary School Teachers; Elementary Secondary Education; Inservice Teacher Education; Junior High Schools; *Microcomputers; Needs Assessment; Questionnaires; *Secondary School Teachers; Skill Development; Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- New Jersey

A survey was conducted to determine the status of computer inservice training and computer usage among northern New Jersey educators. Approximately 500 questionnaires were distributed to teachers enrolled in a graduate educational leadership program to assess their previous computer usage, computer usage in schools, and perceived computer educational needs. Twenty-six percent of the surveys were returned, representing educators from 26 school districts in four counties; the sample included elementary teachers (35%), middle/junior high teachers (13%), and content or special area teachers (45%). Results indicate that: (1) more than half of the respondents still had not had any course work with computers; (2) among those who had taken courses, the most cited were overview of computers, Logo, BASIC, and word processing; (3) only 23% stated that they had one computer in their classrooms and only another 11% have more than one; (4) when computers were available, the Apple was the one most frequently mentioned; (5) 81% indicated they were definitely (45%) or possibly (36%) interested in taking courses in computer education; and (6) 44% said they would definitely (28%) or possibly (21%) be interested in pursuing masters level work in computers, especially if it would prepare them to become supervisors/coordinators of computer programs in schools. Respondents' interests in future computer usage in schools included computer software, curriculum integration and instructional design, word processing, computer programming, telecommunications, computer graphics, computer networks, and administration and supervision of computer programs. (JB)

ED 270 146 JC 860 282

Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1985.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 86
NOTE- 32p.; Tables with small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Day Students; Declining Enrollment; *Enrollment; *Enrollment Rate; *Enrollment Trends; Ethnic Groups; Evening Students; Full Time Equivalency; Full Time Students; Out of State Students; Part Time Students; State Surveys; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Illinois

Fall 1985, "end-of-registration" enrollment data were gathered for the 50 Illinois public community colleges and compared with data from earlier years. Highlights of the analysis indicate that: (1) the colleges enrolled 339,782 students in instructional credit courses in fall 1985, representing a 5.9% decrease from fall 1984; (2) the full-time equivalent (FTE) enrollment in fall 1985 was 166,674, a decrease of 9,792 (5.5%) from fall 1984; (3) the proportion of full-time students enrolled in community colleges decreased from 28.5% in fall 1984 to 28.2% in fall 1985; (4) the number of female students decreased from 208,766 in fall 1984 to 196,785 in fall 1985, a decrease of 5.7%; (5) minority student enrollment experienced a decrease in headcount, but maintained its proportion of total student enrollment; (6) the median age of community college students was 26.6 years in 1985 and 27.3 years in 1984; (7) over 50% of the 1985 students had been enrolled in the same college the previous term; (8) enrollments in pre-baccalaureate/transfer, occupational programs, and general studies decreased, while enrollments in vocational skills and remedial/adult/basic/adult secondary program areas increased; and (9) 48.3% of the students attending on a full-time basis were enrolled in pre-baccalaureate transfer programs. (RO)

ED 270 231 PS 015 876

Johnson, Dell; Klein, Tom
Family Focused Program Designs: An Innovative Approach.
Portland State Univ., Oreg.
PUB DATE- Apr 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Guidelines; Models; *Parent Participation; *Preschool Education; *Program Implementation
IDENTIFIERS- *Oregon; *Project Head Start

This paper provides a historical and philosophical basis for parent involvement in the education of their children. It also furnishes a rationale for programs in Oregon which combine aspects of the classroom-oriented Standard Center-Based Model and the Home-Based Head Start Mode. Section One places Head Start development in Oregon in the historical context of Head Start's national development. Section Two describes the two models and explores the basis of the combined model, discusses parents as role models, and describes effects of the Oregon program's philosophical base on program design and staff roles. Included is a list of issues that need to be addressed when a Combination Center/Home-Based Model is considered for implementation. Appendices provide sources of findings of major intervention studies, Head Start parent involvement performance standards, a comparison of standard center-based, home-based, and combination-based programs, and sample variations of the combination model. (RH)

ED 270 258 RC 015 763

White, James L.
The Making of a Treaty?! An Activity Study for Teachers and Students.
Minneapolis Public Schools, Minn.
PUB DATE- 80
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activity Units; *American Indian History; *American Indians; Elementary Education; *Federal Indian Relationship; Government Role; Justice; *Learning Activities; Role Playing; *Simulation; *Treaties; Tribes; United States History; Units of Study
IDENTIFIERS- *Ojibwe (Tribe); Sioux (Tribe)

Written for use in grades 3 through 6, this guide explains in simple terms the United States government's often unethical handling of treaties with the Ojibwe and small groups of Sioux during the early formation of the country. The first section presents a basic history of the Ojibwe and their reasons for migrating from the Atlantic to the upper Mid-west after the arrival of European settlers. The following section explains a treaty simulation activity for students in which they assume the roles of United States President, lumbermen, government agents, settlers, fur traders, and Sioux and some Ojibwe clan representatives. Suggestions are provided to help the teacher guide students through the treaty-making process, understand how the Ojibwe clans were underrepresented, and how procedures discriminated against the Indians, e.g., treaties were written only in English. A section of follow-up activities poses seven questions for study and discussion and provides sample answers. Questions concern fairness and the special interests of parties involved in the treaties. The guide includes four references for teachers and the text of an actual treaty: "Treaty with the Pillager Band of Chippewa Indians--1847." (JHZ)

ED 270 274 RC 015 780

Maple Sugar Harvesting/Wild Rice Harvesting.
Minneapolis Public Schools, Minn.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Indian Section.
PUB DATE- Jun 79
NOTE- 66p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools: Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($3.50 ea., plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; American Indians; *American Indian Studies; *Cultural Awareness; Cultural Background; Elementary Education; *Harvesting; *Learning Activities; *Practical Arts; Resource Units
IDENTIFIERS- *Maple Sugar; Minnesota; Ojibwe (Tribe); Recipes (Food); *Wild Rice

Comprised of two separate booklets, this resource unit assists elementary teachers in explaining how the Ojibwe people harvest maple sugar and wild rice. The first booklet explains the procedure of tapping the maple trees for sap, preparation for boiling the sap, and the three forms the sugar is made into (granulated, "molded," and "taffy"). The second booklet describes the important event of the year--harvesting and processing wild rice. Processing involves four steps: drying, parching, threshing, and winnowing. Each of the booklets include historical photographs to show the step-by-step techniques of harvest. For the teacher both resources provide learning objectives, directions for activities, student discussion sheets, vocabulary lists, a list of resource materials, and an evaluation checklist. In addition there are recipes for maple sugar and wild rice and directions for making a muhkuk syrup

container. (ERB/LFL)

ED 270 320 SE 046 622

Bebout, Harriett C.

Children's Symbolic Representation of Addition and Subtraction Verbal Problems.

Cincinnati Univ., Ohio.
SPONS. AGENCY- Association of American Publishers, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Center for Education Research, Madison.
PUB DATE- 86
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Addition; Basic Skills; Elementary Education; *Elementary School Mathematics; Mathematical Formulas; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Problem Solving; *Subtraction; Symbols (Mathematics); *Word Problems (Mathematics)
IDENTIFIERS- Wisconsin

In recognition of the fact that young children develop informal number concepts and strategies for solving several basic types of verbal addition and subtraction problems before entering school, but lose this ability after a few years of schooling, the study created and tested an intervention designed to build on the children's early insights. A plan was developed for initial instruction in verbal problem solving that would measure the effects of teaching children to symbolically represent verbal problems with number sentences that directly modeled verbal problem structures. The plan was based on a review of concrete and symbolic representation in mathematics and canonical or noncanonical categories of number sentences to represent various categories of verbal addition and subtraction problems. A pretest treatment, posttest design was used. The subjects (N=45) were two first-grade classes in a rural area outside Madison, Wisconsin. Evaluation of the pretest-posttest differences showed that the children made significant gains both in solving verbal problems and in writing correct number sentences. Appendices include the problem classification scheme, problem form or type, actual pretest and posttest, and analyzed results. A five-page reference list is included. (JM)

ED 269 982 FL 015 721

Ilpola, Peija

The Learners' Native Language and Culture in Teaching English to Immigrants in Australia.

PUB DATE- 80
NOTE- 6p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; Educational Policy; *English (Second Language); Ethnicity; Foreign Countries; *Immigrants; Language Maintenance; *Migrant Education; Minority Groups; *Multicultural Education; Second Language Instruction; Teacher Education
IDENTIFIERS- *Australia

Australia launched its initial program of teaching English to adult migrants in the late 1940's. At times, bilingual methods were used, a trend that is returning. At that time, attempts were made to educate Australian people in the acceptance rather than rejection of migrants. Today there exists a variety of full-time, intensive, and accelerated courses in addition to the evening, distance, and correspondence programs. While efforts have progressed, there is much to do to overcome prejudice between and within minority groups and to create a well-integrated multicultural society. Demographic reports have begun to acknowledge migrants' social and cultural impact. The child migrant education program began in 1970, but still needs well-trained personnel. In a major shift in policy, migrants are encouraged to maintain their native language and cultural heritage, and ethnic schools and bilingual curricula are increasing. However, early and uninterrupted English learning is favored, and there are some schools of high migrant density where the children's needs are not being met due to inadequate teacher training, despite teacher interest and effort. While migrant children's presence in school does not cause problems, lack of effective communication with parents has become problematic, and efforts are being made to make ethnic parents active school and community participants. (MSE)

ED 270 023 HE 019 337

Bowen, Frank M.
The Need for Statewide Long-Range Capital Outlay Planning in California. An Issue Paper Prepared for the California Postsecondary Education Commission. Commission Report 86-9.
California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 86
NOTE- 30p.
AVAILABLE FROM- California Postsecondary Education Commission, Publications Office, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Campus Planning; *Capital Outlay (for Fixed Assets); College Students; *Community Colleges; Educational Demand; *Educational Facilities; *Enrollment Projections; Higher Education; Long Range Planning; Master Plans; Position Papers; *State Universities; *Statewide Planning
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

Serious capital outlay issues that California faces with growth and change are addressed. Initial studies and policies leading up to the 1960 master plan that guided the first period of growth and expansion are covered and the impact of the master plan is examined, along with changes in society and higher education during the 1960s, 1970s, and the early 1980s, and the prospects for the next 15 to 20 years in terms of expected need and accommodation. Descriptions are provided of three major facets of growth and change that policy must address: probable numbers of prospective students, places actually available on campuses for these students, and costs and capital funding where existing facilities are inadequate. The analysis rests on two major variables, enrollment estimates and capacity calculations. Major problems and opportunities arising from expected expansion and change in higher education are also addressed. Long-range planning for expected growth and change at the University of California, the California State University, and the community colleges is discussed, along with assumptions about student numbers and characteristics. Also considered are physical facility options for accommmodating student numbers and change. Information on capital outlay procedures is appended. (SW)

ED 270 065 HE 019 381

Coons, Christopher A.
Dealing with Divestment.
PUB DATE- May 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Banking; Blacks; Business; College Role; *Financial Policy; Foreign Countries; Higher Education; *Investment; Policy Formation; *Political Influences; *Racial Discrimination; *School Business Relationship; Social Action
IDENTIFIERS- *Divestment; *South Africa; United States

Policy standards and actions that U.S. colleges and universities can follow concerning South Africa-related investment are discussed, based on a survey of 175 colleges. Investment policy standards include: not investing in companies unless they provide information to shareholders about their business activities in South Africa, not investing in companies unless they sign the Sullivan Principles or an equivalent policy, determining whether companies have implemented and adhered to the Sullivan principles, identifying companies making strategic sales to South Africa (i.e., military or police), refusing to hold investments in banks that make loans to the South African government, prohibiting holding investments in companies that have any operations in South Africa (total divestment), making distinctions about the kind of operations a company undertakes in South Africa, and adopting a deadline for total divestment. Policy actions that can be taken when policy standards have not been met are: contacting the company before divesting, supporting or introducing shareholder resolutions, developing strategies for divestment, managing portfolio impacts of divestment, boycotting goods and services from South African-related companies, managing public relations, and supporting initiatives to help South African students and schools. (SW)

ED 270 105 IR 051 520

Flower, Kenneth E.

Academic Libraries on the Periphery: How Telecommunications Information Policy Is Determined in Universities. Occasional Paper Number 11.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

REPORT NO.- ISBN-0-918006-51-1
PUB DATE- Apr 86
NOTE- 52p.
AVAILABLE FROM- Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00, prepayment required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Educational Facilities Planning; Educational Planning; Educational Policy; Higher Education; *Information Science; Information Systems; Library Research; *Local Area Networks; *Policy Formation; Research Libraries; Surveys; *Telecommunications
IDENTIFIERS- *Information Policy

This paper examines developments at 26 universities to identify patterns and models of telecommunications information planning and decision-making. The study was designed to determine how telecommunications information (TI) policy questions are resolved on university campuses, and by whom. An important aspect of the study was to determine the role of the library and university computing facilities in the formation of TI policy. To gather data for analysis, researchers surveyed 36 universities with local area networks (LANs), whether operational or planned, as listed in the 1985 Automation Inventory of Research Libraries; 26 responded. Seeking to identify the centers of decision-making and to determine spheres of authority, the survey covered wiring, telephone systems, TI policy in general, and the relationship of the library to computing facilities. Data analysis led to the creation of four models of TI policy formation: (1) Academic Affairs Sphere Model; (2) Administrative Services Sphere Model; (3) Computing/Information Systems Sphere Model; and (4) Decentralized Model, which includes a committee-based model. Appendices include detailed survey results on the status of campus wiring and on wiring decisions, university organization charts, and a copy of the survey form. (THC)

ED 270 120 IR 051 535

Daval, Nicola, Ed.

The Restrictive Effects of Government Information Policies on Scholarship and Research. Minutes of the Meeting of the Association of Research Libraries (107th, October 23-24, 1985, Washington, D.C.).

Association of Research Libraries, Washington, D.C.

PUB DATE- 86

NOTE- 135p.; For the minutes of the 106th meeting, see ED 264 895.

AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (ARL members, $7.50; nonmembers, $12.50).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Access to Information; Conferences; *Federal Government; Foreign Countries; Government Publications; *Government Role; Higher Education; Library Associations; Library Role; Position Papers; *Research Libraries; Users (Information)

IDENTIFIERS- *Association of Research Libraries; Canada

Minutes from the 1985 Membership Meeting of the Association of REsearch Libraries (ARL) include the full text of three presented papers: "Changing Information Policies and Research Libraries" (John Shattuck); "Management of Government Information" (Timothy Sprehe); and "Access to Information in Canada" (Bruce Mann). The views of journalists and academic researchers are expressed by two users of government information: Scott Armstrong of the Washington Post and Anna Nelson of George Washington University. Discussion and comments follow the papers. Two speakers then discuss the role of the ARL on Capitol Hill: "Effective Communication with Legislators" (Lisa Phillips) and "Legislative Issues Update" (Shirley Echelman). Business meeting coverage includes reports from: (1) the Office of Management Studies; (2) the ARL Executive Director; and (3) the ARL President. An announcement by the Vice President/President-Elect, election of new board members, a dues increase, revisions of ARL Bylaws, consideration of new members, the change of officers, and other business are also reported. Supporting information is appended, including: ARL Activities and Status Report; a statement from the ARL on Access to Information; the report of the Bibliographic Services Development Program (BSDP); lists of attendance from member institutions, members, and guests and staff; and a list of officers, the board, and committees of ARL. (THC)

ED 270 159 JC 860 296

Coder, Ann

Faculty Attitudes toward Using Computers in a Community College.

PUB DATE- Dec 83

NOTE- 224p.; Ed.D. dissertation, University of San Francisco.

AVAILABLE FROM- University Microfilms International, P. O. Box 1764, Ann Arbor, MI 48106 (Order No. 84-12569, MF $16.00, PC $25.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Faculty; *Community Colleges; Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Computers; Educational Change; *Microcomputers; *Teacher Attitudes; Two Year Colleges; Use Studies

A study was conducted at a small community college in northern California to examine faculty use of microcomputers for instruction and to investigate faculty attitudes toward computer-assisted learning, computer-related staff development activities, and imminent social changes and the implications of these changes for postsecondary education. The study employed a phenomenological approach involving in-depth interviews with 24 full-time faculty members and participant observations. Study findings included the following: (1) all but three of the full-time faculty members indicated that they had some recent experience with computers, either by taking courses or attending conferences or through informal introduction by a friend or colleague; (2) 12 faculty members currently used computers either in their school work or for personal use; (3) faculty experience with computers before the college purchased microcomputers in 1981 was very limited; (4) the major actual or planned instructional applications of computers by the faculty members included computer-assisted instruction, drill and review, simulations, word processing, information retrieval, testing, grading, record keeping, and research; and (5) faculty members in English/basic skills, mathematics, biology, and art were the college's most frequent instructional computer users. The study report includes a literature review, a discussion of the implications of the study findings for staff learning, the interview schedule, and an extensive bibliography. (EJV)

ED 270 173 JC 860 313

McCutcheon, Lynn E.
The Causes of Student Absenteeism in Community College Classes.
PUB DATE- 1 Mar 86
NOTE- 23p.; Abbreviated version of an Ed.D. Major Applied Research Project report, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attendance; *Attendance Patterns; Community Colleges; Factor Analysis; School Surveys; *Student Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Northern Virginia Community College

In an era of declining enrollments, it is vital to identify potential causes of absenteeism and implement strategies for reducing it. A study was conducted at the Annandale Campus of Northern Virginia Community College (NVCC) to identify factors related to absenteeism. A survey instrument listing 51 reasons for missing class was developed and distributed to 416 students attending social science classes during fall 1985. Students were asked to indicate the extent to which each reason accounted for their absences during the quarter. Study findings, based on 402 usable responses, identified six factors affecting student attendance: (1) negative perceptions of the professor and the course; (2) irresponsible pursuit of leisure; (3) fatigue associated with excessive socializing; (4) low attendance incentives; (5) potential academic dropout; and (6) external responsibilities. Based on study findings, recommendations were made for dealing with absenteeism, including shorter courses, frequent role calling and testing, and immediate feedback on tests and projects. Additional recommendations were also developed including personalizing courses, offering rewards for attendance and sanctions for absenteeism, and providing two or more sections of the same course on the same day. The survey instrument is appended. (EJV)

ED 270 202 PS 015 783

Glassock, Geoffrey T.

Youth and Disability: Its Effect on the Person. Selected Papers Number 42.

Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 86
NOTE- 23p.; For other papers in this series, see PS 015 778-782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Disabilities; Foreign Countries; *Interpersonal Relationship; *Self Concept
IDENTIFIERS- *Australia; *Human Figure Drawing

This discussion looks briefly at the developmental tasks of adolescence to see how and if they apply to disabled youth. Topics discussed include disability as a stigma and how that affects the development of self-concept. The discussion is then interrelated to Schildkrout, Shenker and Sonnenlick's (1980) study, entitled "Human Figure Drawing in Adolescence," by exploring drawings made by hospitalized adolescents. The concluding section of the article compares the 1980 American study with a study interviewing disabled Australian adolescents and focusing on their views of the effects their disability has had on them as persons. Drawings and brief analyses of patients are included. (RH)

ED 270 217 PS 015 849

Reeve, Robert A.; And Others

Remembering the Right Locations: Factors Affecting Young Children's Logical Search Ability. Technical Report No. 373.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 32p.
CONTRACT- 400-81-0030
GRANT- NICHHD-HD-05951; NICHHD-HD-06964; NICHHD-HD-15808
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Deduction; *Logical Thinking; Memory; *Preschool Children; *Problem Solving; *Spatial Ability

IDENTIFIERS- *Search Behavior

This study examines 4-year-olds' ability to search and find a missing object, a complex problem-solving task dependent on remembering events, logically deducing the possible subset of hiding places, and implementing situation-dependent search strategies. Sixty-four children recruited from two day care centers in a small midwestern city searched for a lost object on two occasions. On the first occasion, half of the children searched a three dimensional table-top model for a missing item after watching a sequence in which a puppet lost the item. The other children searched under naturalistic conditions, looking in a familiar environment for an object that had been lost while they put away some toys. Half the children were questioned about their search behaviors, after which all children participated in the second search task--a table-top search. In the first task, more searches took place in locations bounded by the last place the object was seen and the first place in which it was discovered missing if children searched in the naturalistic rather than the table top condition. In the second task, children searched the "critical area" more often if they were queried about their search behavior in the first task or if they searched intially in the naturalistic task. The results are discussed in terms of factors affecting the development of problem-solving competence. Three pages of references and tables of data are included. (DR)

ED 270 245 RC 015 729

Sher, Jonathan P.; Schaller, Karin
Heavy Meddle: A Critique of the North Carolina Department of Public Instruction's Plan to Mandate School District Mergers Throughout the State.
Rural Education and Development, Inc., Chapel Hill, NC.

SPONS. AGENCY- North Carolina School Boards Association, Raleigh.
PUB DATE- Apr 86
NOTE- 50p.
AVAILABLE FROM- North Carolina School Boards Association, P. O. Box 27963, Raleigh, NC 27611 ($3.50 ea., 10 copies or more, $2.50 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consolidated Schools; Educational Policy; Elementary Secondary Education; Equal Education; Mergers; Public Policy; Rural Education; *School District Autonomy; *School District Reorganization; *School Size; *Self Determination; Small Schools; *State Programs; *State School District Relationship
IDENTIFIERS- *North Carolina

At the request of the North Carolina School Boards Association, a nationally recognized expert on school and school district consolidation evaluated the 1986 North Carolina Department of Public Instruction (DPI) plan for school district consolidation from the perspective of economic, educational, and social/political considerations, including the issues of fiscal and racial equality. Findings indicated (1) that the DPI failed to demonstrate that mergers will advocate any compelling state interest; (2) there is no solid foundation for the belief that elimination of school districts will improve education, enhance cost-effectiveness, or promote greater equality; and , (3) except for extraordinary circumstances, district reorganization should remain a voluntary decision of local voters and school boards. The report makes the following major points/suggestions: (1) complex, far-reaching merger decisions should be made on a case-by-case basis; (2) since good schools/school districts come in all shapes and sizes, educational policies relying on rigid size/organization criteria are likely to have counterproductive effects; (3) since mandatory mergers will not advance any compelling state interest, "back door" consolidation approaches should be discontinued; (4) alternatives to consolidation can expand educational opportunities and enhance cost-effectiveness; and (5) issues like mergers usually are a diversion from the greater tasks of finding new ways to positively influence children's lives and increase teacher effectiveness. (NEC)

ED 270 288 SE 046 433

Wind Energy Systems.

Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.

REPORT NO.- FS-135
PUB DATE- Jan 82
NOTE- 5p.; For other information bulletins in this series, see SE 046 434-441 and SE 046 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Alternative Energy Sources; *Electricity; *Energy; *Energy Education; *Power Technology; Science Education; *Wind Energy

During the 1920s and 1930s, millions of wind energy systems were used on farms and other locations far from utility lines. However, with passage of the Rural Electrification Act in 1939, cheap electricity was brought to rural areas. After that, the use of wind machines dramatically declined. Recently, the rapid rise in fuel prices has led to a resurgence in the use of wind power, especially for producing electricity. This bulletin provides information on: (1) types of wind machines; (2) several applications of the mechanical and electrical power generated by wind machines; (3) storing of electricity produced by wind systems; (4) utility hook-ups; (5) sizing a system; and (6) economic considerations. An annotated list of seven publications dealing with wind energy systems is included, with source and current cost noted. (JN)

ED 270 306 SE 046 603

Quinlan, Susan E.
Alaska Wildlife Week, Primary Teacher's Guide. Unit 4. We All Need Each Other--The Web of Life. April 20-26, 1986.
PUB DATE- 86
NOTE- 52p.; Colored chart may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Interdisciplinary Approach; Learning Activities; Natural Resources; Physical Environment; *Science Activities; Science Education; *Science Instruction; *Units of Study; *Wildlife
IDENTIFIERS- *Alaska

The ecological theme of "We all need each other--the web of life" serves as the focus of Alaska's fourth annual wildlife week and as the emphasis for the activities in this guide for primary teachers. The packet of materials contain: (1) an introduction (explaining the theme); (2) table of contents (indicating each lesson's objective and location of background sheets, student worksheets and activities, and curriculum integration ideas); (3) list of worksheets (providing titles, summaries, and page numbers for the 11 activities); (4) worksheet solutions (listing answers and/or explanations for each of the exercises); (5) glossary (offering an illustrated dictionary of selected ecological terms); (6) lessons (containing objectives, background information, vocabulary list, activities, and curriculum integration suggestions); (7) classification guide (explaining the five kingdoms of living things); (8) Alaskan food chain and food web examples (citing specific relationships common to four ecosystems); and (9) a reference list. (ML)

ED 270 335 SO 017 025

Gappa, Judith M.; Pearce, Janice
Sex and Gender in the Social Sciences: Reassessing the Introductory Course, Principles in Microeconomics.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Dec 80
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Research; Course Content; Educational Research; *Equal Education; *Females; *Feminism; Higher Education; *Integrated Curriculum; Introductory Courses; Psychology; Questionnaires; *Sex Bias; Sex Stereotypes; *Social Sciences; Sociology; Teacher Student Relationship; Teaching Methods

Developed to help faculty teaching introductory courses in microeconomics, psychology, and sociology in colleges and universities incorporate existing knowledge about women into their course content and teaching practices, this report is organized into two sets of guidelines. The first, "Content Guidelines: Sex and Gender in the Introductory Course," is designed to provide easy access to summaries of current knowledge and key references, and is organized around topical outlines of curriculum areas typically included in the introductory course. Pages in this section are divided into three columns: (1) content or topical outline of the course; (2) summaries of relevant basic knowledge, research findings, and current areas of inquiry about sex and gender; and (3) discussion topics and possible assignments. Topics are cross-referenced to pages in the second section where a summary of information for a given curriculum course can be found. Intended to create a greater awareness of the ways in which sex bias and gender stereotyping occur through classroom interaction, the second set of guidelines, "Guidelines for Student-Faculty Communication," consists of two subsections. The first, "Student-Faculty Communication Patterns," identifies and discusses types of faculty interactions that may inadvertently promote ethnic or sexual bias. The second, "The Student Perception Questionnaire," is designed to provide faculty with student perceptions of the interactions occurring in individual classrooms. A bibliography of over 40 related references concludes the report. (LH)

ED 270 010 HE 019 322

Computer Careers Losing Appeal. 1985 Freshman Survey Results, Cooperative Institutional Research Program.

American Council on Education, Washington, D.C.; California Univ., Los Angeles. Graduate School of Education

PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *College Freshmen; Family Income; Grades (Scholastic); Higher Education; *Majors (Students); National Norms; National Surveys; *Occupational Aspiration; *Political Attitudes; *Student Attitudes
IDENTIFIERS- *Cooperative Institutional Research Program

Results of the 1985 Cooperative Institutional Research Program survey of entering college freshmen are presented. Of the 279,985 responses, 192,435 questionnaires from 365 two- and four-year institutions were used to compute the 1985 national norms. Findings indicate that the proportion of new freshmen planning to major in computer science and pursue computing careers dropped 50% in 2 years. Only 4.4% of fall 1985 freshmen aspired to careers as computer programmers or computer analysts, compared to 6.1% in 1984 and 8.8% in 1983. Significant declines in student interest in engineering careers and nursing and allied health fields also were found. Careers showing the strongest gains in fall 1985 were business and teaching. The proportion of entering students aspiring to business careers increased to an all-time high of 23.9%. For the third straight year, freshman interest in elementary and secondary school teaching rose slightly (from 5.5% in 1984 to 6.2% in 1985). The freshmen strongly opposed increased defense spending, and 54.2% believed that nuclear disarmament is attainable. Student political positions and views on the benefits of attending college, are also summarized, along with grade trends and parental income levels. (SW)

Kavina, George; Pedras, Melvin J.

Higher Education Faculty as Role Models: A Perceptual Comparison between Students and Educators with Implications for the Improvement of Teaching and Educational Management.

PUB DATE- Jun 86
NOTE- 22p.; Paper presented at the International Seminar on Staff, Program, and Organizational Development (Witzenhausen, West Germany, June 24-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Faculty Development; Higher Education; *Interpersonal Relationship; *Mentors; Questionnaires; *Role Models; Scholarship; Student Attitudes; Teacher Attitudes; Teacher Influence; *Teacher Role; *Teacher Student Relationship

A study was undertaken to determine whether professors as role models are part of the collegiate experience of the majority of students and what specific role models the faculty convey. Implications of findings for the improvement of teaching and management in higher education were also assessed. Students and faculty from the College of Education at the University of Nevada and the University of Idaho were studied. Student and faculty questionnaires were administered to undergraduate and graduate students and junior and senior professors. Four major role models were identified: academic, mentor, citizen, and friend. The academic model represented the academician and scholarly person, while the mentor was represented by a professor who was personally interested in students, could individualize programs and learning, and provide an exemplary personal model. The citizen model was someone who believed in community interaction and represented the academic profession outside the campus. Finally, the friend was seen as a warm and friendly professor who could casually talk with students and relate to them in an informal manner. Since both students and faculty agreed that the roles of professional educator and mentor were most important, staff development activities and other approaches to enhance these types of faculty involvement were recommended. Student and faculty questionnaires are appended. (SW)

ED 270 051 HE 019 366

Levy-Reiner, Sherry, Ed.
Integrity: Shaping the Standards.

Association of American Colleges, Washington, D.C.
PUB DATE- Jun 86
NOTE- 17p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Case Studies; *College Curriculum; Core Curriculum; *Curriculum Development; Curriculum Evaluation; *Educational Change; Educational Objectives; General Education; Higher Education; Liberal Arts; *Majors (Students); *Program Evaluation; Reports; *Undergraduate Study
IDENTIFIERS- *Integrity in the College Curriculum

Curricular efforts at 10 colleges and universities in response to the Association of American College's report, "Integrity in the College Curriculum," are described. Reactions to this publication are also discussed by Mark H. Curtis in the essay "R Plus One: Reflections on the Impact of 'Integrity in the College Curriculum.' The publication is viewed as a stimulus for discussing the goals of undergraduate education as well as a guide for developing academic policy and practices. The following college responses are covered: Arkansas College's curricular revision project; alignment of the goals of liberal arts and management studies at Babson College; tailoring the curriculum to meet student needs at Hamline University; James Madison University's extensive reform effort; Mount Saint Mary's College's goal identification for the core curriculum and curricular evaluation against the goals; changes in the major to encourage interdisciplinary learning at Seton Hill College; a long-term project to improve the general education program at State University of New York at Plattsburgh; a move toward a core curriculum and emphasis on skill development at Trenton State College; University of Tulsa's supportive environment for faculty initiative and productivity; and Whittier College's "study in depth" touchstone for an examination of majors. (SW)

ED 270 092 IR 012 110

Moulton, Peter
Structured Programming: An Introduction.
International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-924667-27-3
PUB DATE- 86
NOTE- 85p.
AVAILABLE FROM- International Council for Computers in Education Publications, 1787 Agate St., Eugene, OR 97403 ($6.00).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Science Education; Computer Software; *Microcomputers; Programers; *Programing; *Programing Languages; Secondary Education
IDENTIFIERS- *BASIC Programing Language; Debugging (Computers); PASCAL Programing Language; *Structured Programing

Designed for use by computer programming teachers, this booklet presents the concepts of structured programming and provides examples of how to implement this methodology, which provides a systematic way of organizing programs so that even large and complex programs are easier to understand and modify than unstructured programs. After a brief introduction which discusses the history of programming languages, this guide presents a program written in an unstructured manner and then proceeds to develop the structured concepts and show how these improve the organization of the unstructured examples in both BASIC and Pascal. It then describes how to use structured programming with languages such as BASIC, which were developed before the structured methodology. After presenting additional examples (including the development of a gradebook program) and some extension to the structure concepts, the guide concludes with an appendix which discusses strategies for informally proving that programs work. (JB)

ED 270 134 JC 860 250

Heck, James
Establishing Community College Honors Programs.

PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; *Change Strategies; College Curriculum; *Curriculum Development; *Educational Innovation; *Honors Curriculum; *Program Development; Two Year Colleges

Drawing from a literature review and survey of community colleges with honors programs, this paper presents a series of recommended strategies and tactics for the establishment and continuation of community college honors programs. The recommendations are structured around the five developmental stages of academic innovation identified by S. V. Martorana and Eileen Kuhns: exploration, formulation, trial, refinement, and institutionalization. The strategies listed under the exploration stage include: "Create a demand for honors programs," "form an honors planning committee," and "create a formal proposal for an honors program." Under the formulation stage, the paper presents the following strategies: "circulate, discuss, and modify the formal proposal"; "determine obstacles and confront opposition"; and "address faculty development needs." For the trial stage, the strategies are to "begin the trial project," "initiate an informal evaluation and readjustment procedure," and "identify and recruit students." The refinement stage consists of such strategies as "distribute the results of informal evaluation and evaluation by external agents," "initiate follow-up studies of graduates of the trial program," and "set up an advisory committee of students and community representatives." Finally, for the institutionalization stage, the strategies are: "select personnel for decision-making positions," "establish permanent office locations," and "increase recruitment activity." The paper concludes with a brief summary of Martorana and Kuhn's "Interactive Forces Theory," a list of reasons why honors programs should be established and supported, and quotes from educational leaders in support of honors programs. (RO)

ED 270 187 JC 860 328

A Study of Shifts in Enrollment and Completion Patterns in Illinois Public Community College Programs.

Illinois Community Coll. Board, Springfield.

PUB DATE- Dec 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Declining Enrollment; *Educational Demand; *Enrollment Trends; *Graduation; *Majors (Students); State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

A study was conducted of shifts in student demand for programs offered by the Illinois community colleges, focusing on enrollment and completion patterns from fiscal years 1981 through 1984 by program area. Four indicators were used in the study. First, enrollments were analyzed by examining changes that had taken place in the fall opening headcount in various program areas. Second, enrollment patterns were analyzed in terms of changes in the number of credit hours taken in broad programmatic funding categories. Third, the number of students completing programs was examined to determine if shifts had occurred in the type of programs being completed. Fourth, the ratio of program completers to program enrollments was analyzed. Study findings included the following: (1) during the 4-year period, the enrollment in community colleges decreased, while the number of students completing programs increased; (2) the decline in enrollments during the last 2 years studied occurred in the areas of remedial/adult basic/adult secondary education and general education; (3) in the baccalaureate/transfer programs, all four measures of change in student demand indicated a growth trend; (4) while the overall demand for occupational programs also appeared to increase, the credit hours generated decreased; and (5) the occupational program area with the largest demand was business, followed by health and trade and industrial education. (EJV)

ED 270 232 PS 015 878

Anderson, David W.
On the Importance of Touching.
PUB DATE- 86

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Emotional Development; *Individual Development; Social Development; *Teacher Behavior; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Physical Contact; *Tactile Communication

Based on the belief that positive physical teacher/learner interaction in the form of touch or closeness is a natural expression of humanness and an appropriate demonstration of a teacher's acceptance, caring, and concern for the wellness of students, this essay seeks to provide a clear theoretical framework from which to view the importance of physical contact to a child's development. Discussion centers around the value of positive physical interactions to communication, to the child's emotional and social maturation, and to the establishment of a healthy teacher/learner relationship. It is hoped that teachers, armed with a solid theoretical rationale, will be convinced of the appropriateness of touch and closeness with children, and will be able to confidently defend these as valid teacher actions. (Author/RH)

Eicher, J. C.

Educational Costing and Financing in Developing Countries: Focus on Sub-Saharan Africa. World Bank Staff Working Papers No. 655.

World Bank, Washington, D. C.

REPORT NO.- ISBN-0-8213-0402-X
PUB DATE- 84
NOTE- 202p.; For related documents, see SO 017 155; SO 017 158.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC. 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Financial Policy; *Financial Support; Public Education; School Funds; School Taxes; Student Costs
IDENTIFIERS- *Africa (Sub Sahara); *Africa (West)

Issues surrounding costs and financing of education in developing countries are examined. The focus is primarily on Sub-Saharan Africa and within Francophone West Africa. International comparative data are used to evaluate educational cost issues, including total expenditures, expenditures per pupil, cost of teachers, student aid, other current expenditures, and capital expenditures. Particular attention is given to the special situation of African countries, most of which experience severe financial constraints in the effort to achieve educational goals. The potential for increased enrollments through a reduction in unit costs and enhanced efforts to tap private resources for educational financing are explored. The problem of cost recovery in terms of the role and limits of economic analysis and the particulars of educational finance in developing countries are presented. The overall conclusion is that although the financial prospects are bleak in the poorest countries, existing budgets can be used much more efficiently than they are currently. Unit costs can be significantly reduced, and some changes in the pattern of subsides to education may allow for a sizable expansion of education within existing budgets. (Author/RSL)

ED 269 997 HE 019 170

The Business/Academic Partnership in the Economic Development of Maui. Proceedings of a Symposium/Workshop (Maui, Hawaii, May 2-3, 1985).

Hawaii Univ., Honolulu.; Maui Economic Development Board, Inc., Lahaina, HI.

PUB DATE- May 85

NOTE- 169p.; Symposium co-sponsored by the University of Hawaii; Maui-Pacific Institute and Hawaii Department of Planning and Economic Development.

AVAILABLE FROM- Maui Economic Development Board, Inc., 25 Maui Pacific Institute, P.O. Box 187, Lahaina, HI 96732 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agriculture; College Programs; Community Colleges; *Economic Development; Federal Government; *Higher Education; Industry; International Trade; *Land Grant Universities; *Research and Development; Research Projects; *School Business Relationship; School Community Relationship; *Technological Advancement; Technology Transfer

IDENTIFIERS- *Hawaii (Maui)

The relationship between the Hawaii university system and business and industry in the economic development of Maui is discussed in proceedings of a 1985 symposium. The development of island economies is addressed by Sam Cole, while the role of a land-grant university in economic development is discussed by John Cantlon. A panel on economic outlook, activities, and needs for Maui covers: the perspective of an agricultural entrepreneur (William Monahan), requirements of the pineapple industry (L. Douglas MacCluer), recruiting personnel in tourism (Tom Mailhiot), the needs of the general business community (Lynn Britton), and the challenge of future business (Wayne Hedani). The economic development partnership panel covers: the university and economic development (Kent M. Keith); Maui's economic development needs (Donald G. Malcolm), university research and academic program capabilities (Albert Simone), community college capability and plans (Alma Cooper), and coordination of high technology development (William M. Bass, Jr.). The role of universities/community colleges in economic development is also considered, with attention to: a community college/research park case example (Stanley Spanbauer), a land-grant university approach to developing a research and technology (R&T) park (John Schade), views of federal agencies contracting in Hawaii and Maui (David Carter), opportunities for agricultural research and development (N. C. Brady), international economic development (Seiji Naya), views of venture capital firms (Brian St. John), and a community college perspective (Rudy Melone). The perspective of the business community concerning academic and research needs is also covered: views of a research park developer (Joel Smolen), views of potential R&T enterprises (Michael Dowe), views of current Maui businesses (Arden Henderson), views of current Maui researchers (Ben Bohlool), and views of an economist (David Ramsour). Discussion group reports consider defining a role for Maui in international economic development, R&T, and technology transfer activities (Patrick J. Takahashi, James Worley); as well as the potential, feasibility and approach to developing at Maui: (1) U.S. Department of Defense R&T capability (Fujio Matsuda, Jamie Chapman); (2) an international center for agricultural research, training, and technological transfer (William Monahan, Chauncey Ching); and (3) strong private sector R&T capability (John Decker, David Yount). (SW)

ED 270 079 IR 012 079

Jelden, D. L.
Effectiveness of Computer Based Education: The UNC Phoenix System. Staff Study.
University of Northern Colorado, Greeley.
PUB DATE- 85
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; College Students; *Computer Assisted Instruction; Computer Managed Instruction; Computer Software; Higher Education; *Instructional Effectiveness; Instructional Innovation; Questionnaires; Research Methodology; *Student Attitudes; Tables (Data); Use Studies
IDENTIFIERS- University of Northern Colorado

The purpose of this study was to evaluate college student attitudes toward the PHOENIX computer-based education system and to gauge the instructional effectiveness of computer-assisted instruction (CAI) achievement and testing in a variety of disciplines in a university setting. Data for the study were obtained from 400 students enrolled in five courses (52% male, 48% female), who answered questionnaires concerning their attitudes toward the operation of the computer terminals, ease of system use, effectiveness of the instructional system for retention of course materials, pre- and posttest achievement scores and gains, value of time spent on the system, and preference in examination delivery format. Results indicate that: (1) the majority of the students felt the PHOENIX system was worthwhile; (2) all of the students who were given an option to use PHOENIX did so to some extent; (3) 81% said the time delay in using the system was a problem; (4) 63% said the use of PHOENIX should be a required part of the course in which they were enrolled; (5) over 27% experienced some problems with the visual display even though eye strain or fatigue did not appear to be a major problem for students in the study; and (6) 86% said the system was very beneficial and judged it to be more useful for obtaining new information than traditional textbooks. Twelve guidelines for incorporating CAI into the university are provided. Appendices include a sample PHOENIX evaluation questionnaire, raw data from the study, and a 21-item bibliography. (JB)

ED 270 147 JC 860 283

Data and Characteristics of the Illinois Public Community College System.

Illinois Community Coll. Board, Springfield.

PUB DATE- Apr 86
NOTE- 132p.; Small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *College Faculty; *College Programs; *Community Colleges; Construction Programs; Educational Facilities; *Educational Finance; *Enrollment; Financial Support; Full Time Equivalency; School Personnel; State Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

Data on the Illinois public community colleges, covering fiscal year (FY) 1985 and part of FY 1986, are presented in this report on the system's students, faculty and staff, instructional programs, operating finances, and capital construction. After introductory material providing a summary profile of the colleges, a map of the college districts, and a listing of institutions, section I presents tables showing student characteristics, including headcount data for fall 1985 by sex and type of attendance, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status; proportions of district populations served; headcount data for fall 1976 through fall 1985; and a summary of grants to disadvantaged students. Section II offers faculty and staff data, including information on instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1985; average base salaries; average class size; and percentage of classes by size categories. Section III presents program data, including an inventory of curricula offered in the Illinois colleges; degrees and certificates awarded; and occupational programs. Section IV provides financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V contains data on facilities and college construction. (HB)

ED 270 203 PS 015 784

A Review of California's Child Support Enforcement Program.
California State Legislative Analyst's Office, Sacramento.
PUB DATE- Sep 85
NOTE- 49p.; Some pages printed on colored paper, which may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Legislation; *Program Development; *Program Effectiveness; *State Programs
IDENTIFIERS- *California; *Child Support

This report reviews California's Child Support Enforcement program (CCSEP) and prospects for increasing support payments. Chapter I describes the structure of the CCSEP, recent collection experience, and prospects for growth in collections under current practices. Chapter II describes recent revisions in federal law concerning the program and the expected effect of the changes on collections of support payments in California. Chapter III presents an analysis of county collections in 1982-83 and reviews what is known about effective child support programs. Finally, Chapter IV discusses several actions California could take to increase its collections, including charging interest on unpaid support obligations, adjusting the current incentive payment systems, and developing computer systems. Appended are definitions of enforcement actions as well as estimates of 1982-83 AFDC collections as a function of administrative costs, total staffing, and enforcement actions. (RH)

ED 270 259 RC 015 765

Rosemary Shingobe Barstow, Ojibwe Language Instructor. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.
PUB DATE- 79
NOTE- 29p.; For other titles in this series, see RC 015 766-774.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indians; American Indian Studies; Bilingual Education; Biographies; Career Awareness; Cultural Education; Elementary Education; *Language Teachers; *Learning Activities; *Native Language Instruction; Personal Narratives; Resource Materials; Resource Units; *Role Models
IDENTIFIERS- *Barstow (Rosemary Shingobe); Minnesota; *Ojibwe (Tribe); Reminiscence

A biography for elementary school students introduces Rosemary Shingobe Barstow, a Native American Ojibwe language instructor and bilingual education consultant. A teacher's guide following the bibliography contains suggested activities and worksheets, objectives, directions for teachers, vocabulary list, resource list, and an evaluation checklist. The concept of bilingual education is emphasized. (LFL)

ED 270 275 RC 015 781

Winnebago Basketry.
Minneapolis Public Schools, Minn.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Indian Section.
PUB DATE- 79
NOTE- 34p.; Appended photographs may not reproduce clearly.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools: Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($3.50 ea., plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indians; *American Indian Studies; Art Appreciation; Craft Workers; *Cultural Activities; *Cultural Awareness; Cultural Enrichment; *Design Crafts; Elementary Education; Handicrafts; *Resource Units
IDENTIFIERS- *Basket Weaving; *Winnebago (Tribe); Wisconsin

Developed for elementary students, the booklet explains how Winnebago people weave baskets from the bark of the black ash tree. The booklet begins with a poem about Grandma making a basket and a story about how basket-weaving came to the Winnebago people. Both are illustrated with line drawings. The following section uses black and white photographs and short narratives to explain the procedure of making Winnebago baskets. A brief description of the black ash tree and a list of resource materials conclude the booklet. (ERB)

ED 269 968 FL 015 707

Lam, Agnes Shun-Ling

Vocabulary and Other Considerations in Reading Comprehension: Implications Across the Curriculum.

PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the RELC Regional Seminar on Language Across the Curriculum (Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; *English (Second Language); Foreign Countries; Function Words; Interlanguage; *Language Proficiency; Linguistic Theory; *Reading Comprehension; Transfer of Training; *Vocabulary
IDENTIFIERS- *Language across the Curriculum; Singapore

Factors in reading comprehension relating to English as a second language (ESL) are considered, focusing on what contributes to text comprehensibility (grammatical structure or density of new vocabulary), the effect of a learner's English language proficiency on use of grammatical words for comprehension, and the possible interaction of these factors with the first language background of the reader. Five hypotheses are proposed, the central one arguing that content words are more essential for comprehension than function words, and the other four investigating the interactive effects of the word-class distinction with the density of unknown words, syntactic complexity, learner English proficiency, and native language background. Results of testing the hypotheses with 33 Spanish-speaking and 16 Arabic-speaking ESL students are reported. It is concluded that knowledge of content words is the most essential knowledge in ESL reading comprehension, and that grammar is secondary, especially if the native language is similar to English. In addition, a density of new vocabulary of about one new word to nine familiar words is suggested as tolerable for ESL learners. A slightly higher dependency on function words is found in low English proficiency students. Implications for the practice of language across the curriculum are discussed. A 52-item reference list is appended. (MSE)

ED 270 024 HE 019 338

Standardized Tests Used for Higher Education Admission and Placement in California. A Report Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Commission Report 86-7.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 86
NOTE- 135p.; Displays 14 through 16 contain small print.
AVAILABLE FROM- California Postsecondary Education Commission, Publications Office, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814 (free).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aptitude Tests; *College Admission; *College Entrance Examinations; Costs; Educational Testing; Eligibility; Graduate Study; Higher Education; Law Schools; Medical Schools; Professional Education; *Standardized Tests; State Legislation; *Statewide Planning; *Student Placement; Undergraduate Study
IDENTIFIERS- *California

Information is presented on standardized tests used at California undergraduate and graduate/professional schools for admission and placement purposes. The following four tests used at the undergraduate level are described: the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, the Scholastic Aptitude and College Board Achievement Tests, the American College Test, and the Test of English as a Foreign Language. The following five tests used at the graduate level are also summarized: the Graduate Record Examinations, the Graduate Management Admissions Test, the Miller Analogies Test, the Law School Admission Test, and the Medical College Admission Test. The test descriptions include information on test reliability, measurement errors, the numbers of students taking the test, the ethnic background of test-takers, and mean scores of test-takers. The text of California Senate Bill No. 1758 on standardized tests in postsecondary education is appended, along with extensive information on each test including: number of times the test was taken during the testing year; the number of students who took the test once, twice, and more than twice; fees received from test-takers; and expenses attributable to the test, by type of expense. Twenty-five display tables are included in the text. (SW)

ED 270 066 HE 019 382

Webster, David S.
Academic Quality Rankings of American Colleges and Universities.
REPORT NO.- ISBN-0-398-05212-3
PUB DATE- 86
NOTE- 209p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 ($26.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accrediting Agencies; College Faculty; *Colleges; College Students; Doctoral Programs; *Educational Quality; Educational Resources; *Evaluation Criteria; Federal Government; Graduate Study; Higher Education; Institutional Characteristics; Productivity; Professional Associations; *Professional Education; Religious Organizations; *Reputation; Scholarship; State Agencies; Undergraduate Study; *Universities
IDENTIFIERS- *Ranking

Past and current methods used in academic quality rankings of U.S. colleges and universities are discussed. In addition to a literature and historical review, modern quality rankings are compared with early (pre-1959) rankings, including past rankings of medical, dental, legal and black education. Also considered are the exemplary 1982 evaluation of research-doctorate programs by the National Academy of Sciences, and the 1925-1982 rankings of graduate education in engineering, sciences, and the arts. The European debate (1865-1910) about whether geniuses are the product of heredity or environment is examined. The importance of this debate in the pre-history of academic quality rankings is shown. The efforts of the following organizations that classified postsecondary institutions are addressed: the United States Bureau of Education, the American Association's Council on Medical Education and other accrediting bodies for professional fields, the Methodist Episcopal Church South's Board of Education, and various state agencies. The work of groups that seldom stratified schools into levels according to quality but that published undifferentiated lists of excellent schools is also covered. Six current methods to rank schools are examined, including rankings based on faculty accomplishments, students' achievements, and academic resources. (SW)

ED 270 106 IR 051 521

Dunbar, H. Minnie
Bibliographic Instruction for Freshman Students at Florida International University.
PUB DATE- 18 Feb 86
NOTE- 8p.; Outline of a presentation made to the National Conference on the Freshman Year Experience (Columbia, SC, February 18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; College English; *College Freshmen; Higher Education; *Library Instruction; *Library Materials; Program Descriptions; *Reference Materials; Teaching Methods
IDENTIFIERS- *Florida International University

The presentation outlined in this paper provides: (1) a brief account of the conception, initiation, and implementation of a bibliographic instruction program to serve all freshman students, and to serve such special populations as international and minority freshmen; (2) an outline of the general characteristics of each category of students, the type of services and skills they require, and the methods used to organize and deliver information to them; (3) a description of the functions of librarians in bridging the gap between the students and departments, and the library; and (4) a discussion of the role of the librarian in helping students develop skills for acquiring, processing, and using information independently. At the suggestion of the Faculty Senate, librarians approached the English Department with a proposal to provide formal library instruction through English classes. The English Department accepted the proposal, and the program described in this paper began in 1983. The general focus of the instruction is a guided tour of the library and coverage of basic library tools: the card catalog, general reference materials (e.g., encyclopedias, handbooks, and yearbooks), abstracts and indexes, and periodicals. (THC)

ED 270 160 JC 860 297

Graduate Placement Report, 1985: New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.

New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.

PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Continuing Education; Education Work Relationship; *Employment Patterns; Extension Education; Job Placement; Migration; Outcomes of Education; Salaries; State Colleges; State Surveys; *Technical Institutes; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- *New Hampshire

The New Hampshire Technical Institute (NHTI) and the six New Hampshire Vocational-Technical Colleges (NHVTC) offer collegiate education preparing individuals for direct employment in business, industry, health, and service related fields. At the completion of the 1984-85 academic year, the college/institute system graduated 1,080 students from 47 different programs. Of these graduates, 96% were satisfactorily placed as of November 1, 1985, with 78% being gainfully employed. Of the employed graduates, 96% were working in a job directly or closely related to their college program. Many positions were obtained as a result of the lifetime placement service available at each college. Graduates continued to show a preference for working, living, and attending school in New Hamsphire, with 81% of the employed graduates accepting jobs in the state and 89% indicating that they commuted to work from the same town listed as their residence while at school. The average job entry salary increased significantly from the previous year, and it was estimated that employed graduates would have a total gross dollar earning power of $15,267,826 during their first year of employment. The placement report contains tables providing separate job placement data for NHTI and NHVTC graduates. Information on courses and degree programs offered through the Division of Community Education, and a list of employers who interviewed 1985 graduates are also included. (EJV)

ED 270 174 JC 860 314

Owen, H. James
Technician Supply and Demand: How Can Community and Technical Colleges Help Fill the Need? Council for Occupational Education Monograph Series, Volume 1, Number 1.
Cooperative Educational Service Agency #5, Portage, WI.
PUB DATE- Feb 84
NOTE- 15p.; Prepared with assistance from the Council for Community Services and Continuing Education, Association of Community College Trustees, Electronic Industries Association, and Northern Virginia Community College, Annandale.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Needs; *Electronic Technicians; Employer Attitudes; *Employment Projections; Job Skills; *Job Training; *Labor Market; Labor Supply; National Surveys; Occupational Surveys; *Technical Education; *Technical Occupations; Two Year Colleges; Vocational Education

In an effort to document how existing industry sees the current status of trained technicians, the American Association for Community and Junior Colleges' Council for Occupational Education, the Association of Community College Trustees, and the Electronic Industries Association conducted a targeted national survey of technician supply and demand. Staff at 23 community and technical colleges surveyed business and industry in 20 metropolitan areas within 15 states. Of the 353 industries participating in the survey, 293 gave complete responses. Study findings included the following: (1) 54% of the responding firms had affiliated subsidiaries, 36% were wholly owned companies, and 10% did not classify themselves as either; (2) 36% were engaged in manufacturing, 10% in research and development, and 14% in both manufacturing and research and development; (3) the top ranked basic skills or competencies required of entry-level technicians were basic electronics, mathematical competence, communication skills, blueprint reading, and knowledge of test equipment; (4) the top ranked steps for alleviating present technician shortages were "increase in-house training," "increase recruitment efforts," and "utilize existing training from community and technical colleges"; (5) company expansion and industry-wide growth and demand for technicians were the leading perceived causes of technician shortages; and (6) 37% of the industries indicated that the associate degree was the minimum educational requirement for entry-level technicians. The survey instrument is appended. (RO)

ED 270 289 SE 046 434

Learning about Renewable Energy.
Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.
REPORT NO.- DOE/CE-0108; FS-189
PUB DATE- Apr 85
NOTE- 5p.; For other information bulletins in this series, see SE 046 433-441 and SE 046 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - General (140)
DESCRIPTORS- *Alternative Energy Sources; Electricity; Energy; *Energy Education; *Geothermal Energy; Intermediate Grades; Science Education; Secondary Education; *Solar Energy; Water Resources; *Wind Energy
IDENTIFIERS- *Biomass; *Renewable Resources

This booklet provides an introduction to renewable energy, discussing: (1) the production of electricity from sunlight; (2) wind power; (3) hydroelectric power; (4) geothermal energy; and (5) biomass. Also provided are nine questions to answer (based on the readings), four additional questions to answer (which require additional information), and information on how turbine generators work. (JN)

ED 270 307 SE 046 604

Quinlan, Susan E.
Alaska Wildlife Week, Junior/Senior High School Teacher's Guide. Unit 4. We All Need Each Other--The Web of Life. April 20-26, 1986.
SPONS. AGENCY- Alaska Dept. of Fish and Game, Juneau.
PUB DATE- 86
NOTE- Contains four oversized charts which may not reproduce well due to size and color.
LANGUAGE- English
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; *Environmental Education; Interdisciplinary Approach; Learning Activities; Natural Resources; Physical Environment; *Science Activities; Science Education; Science Instruction; Secondary Education; Secondary School Science; *Units of Study; *Wildlife
IDENTIFIERS- *Alaska

The ecological theme of "We all need each other--the web of life" serves as the focus of Alaska's fourth annual wildlife week and as the emphasis for the activities in this guide for junior/senior high school teachers. The packet of materials contain: (1) an introduction (explaining the theme); (2) table of contents (indicating each lesson's objective and the location of its background sheets, student worksheets and activities, and curriculum integration ideas); (3) list of worksheets (providing title, summaries, and page numbers for the 11 activities); (4) worksheet solutions (listing answers and/or explanations for each of the exercises); (5) glossary (defining major ecological terms); (6) science word mysteries (offering an exercise dealing with scientific word roots); (7) ecology crossword puzzle; (8) lessons

(containing objectives, background information, vocabulary list, activities, and curriculum integration suggestions); (9) classification guide (explaining the five kingdoms of living things); (10) Alaskan food chain and food web examples (citing specific relationships common to four ecosystems); and (11) references. (ML)

ED 270 321 SE 046 624

Problem Solving Activities Made to N-Joy. Monograph #1.
Association of Mathematics Teachers of New Jersey, Vineland.
PUB DATE- 80
NOTE- 38p.; For Monograph 2 see ED 262 989.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Instructional Materials; *Learning Activities; *Mathematics Instruction; *Problem Solving; Student Attitudes; Student Motivation; Word Problems (Mathematics); *Worksheets
IDENTIFIERS- New Jersey

This document addresses the need to provide problem-solving materials for teachers of mathematics in the upper elementary grades. The activities are designed to: help teachers emphasize problem-solving techniques, develop positive attitudes toward mathematics and problem solving, provide problems that could be used whenever free time exists, provide non-sequential problem-solving experiences, illustrate that problem solving can be fun, and encourage class and small group discussion. The problems vary in type and topic, spanning the curriculum. Selected sources and an answer key are provided. (MNS)

ED 270 336 SO 017 045

Kavich, Lawrence L.

China's Open Door Educational Policy: 1985.

PUB DATE- 8 Nov 85
NOTE- 12p.; Paper presented at the American Education Studies Association Annual Meeting (Atlanta, GA, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Educational Opportunities; Educational Planning; Educational Policy; *Equal Education; *Foreign Countries; Middle Schools; Open Enrollment; Principals; *Public Policy; Teacher Education
IDENTIFIERS- *China

Between now and the end of this century, the People's Republic of China will attempt to become an international economic superpower by attempting to quadruple industrial and agricultural production. The Chinese educational system is the primary institutional partner with the government in this venture. After a decade of confusion and decline in educational standards during the Cultural Revolution, structural reforms have brought about dramatically increased enrollments at all educational levels. Junior middle school education will be made universal in cities and suburbs by 1987 and in rural areas by 1990. In many areas, local governments have taken the lead in strengthening the leadership and management of rural primary and middle schools. In 1985, wages for teachers will be higher than for individuals with similar education in other fields. China has begun to use resources from outside the country to improve educational management. Much of this assistance has come from the United States and other western nations. A proposed

Sino-American Center will coordinate teacher exchange programs, assessment of current practices, curriculum development efforts, and development of a laboratory school for teacher training. (CFR)

ED 269 983 FL 015 722

Kilpatrick, Paul

Turn and Control in Puerto Rican Spanish Conversation.

PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Discourse Analysis; English; *Interaction Process Analysis; *Interpersonal Communication; *Puerto Ricans; *Social Cognition; Sociocultural Patterns; *Spanish

An investigation of Puerto Rican Spanish conversational strategies involved analysis of recorded conversations for the amount of simultaneous speech, its context, and the turn-taking used. Overlapping and interruption were distinguished from cooperative (supportive) simultaneity of speech, and a "turn" was defined as a recognized utterance. The primary finding was a high degree of simultaneous speech, with over 90 percent of turns having some form of overlap or interruption. The conversational characteristics revealed in this analysis were compared to the characteristics of separate English and Spanish conversations between Spanish-English bilinguals, in which more simultaneous speech was found during the Spanish conversations. The contrast in conversational strategies underlines the different cultural perceptions of simultaneous speech as polite or impolite, and it suggests a need for a definition of "turn" that accommodates simultaneous speech differently and a need for further investigation of the quantitative and qualitative variation in simultaneous speech across languages. (MSE)

ED 270 011 HE 019 323

Waggoner, Barbara Ashton; Waggoner, George R.
Universities of the Caribbean Region--Struggles to Democratize. An Annotated Bibliography.
REPORT NO.- ISBN-0-8161-8159-4
PUB DATE- 86
NOTE- 310p.
AVAILABLE FROM- G.K. Hall & Co., 70 Lincoln Street, Boston, MA 02111-2685 ($55.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Annotated Bibliographies; *College Attendance; Developing Nations; *Foreign Countries; *Higher Education; Periodicals; *Universities
IDENTIFIERS- *Caribbean

An annotated bibliography on universities in the Caribbean region for the period since World War II is presented. The focus is on access to universities. For book citations, each annotation contains the author's name, publication title, place of publication, publisher, date, and number of pages. Journal references consist of author, title of article, name of journal, volume number, date, and page numbers. Newspapers, monographs, and other periodicals are also included. The first section, which covers 329 publications, is a general coverage on universities. Annotations are also provided on 172 publications on the University of West Indies. The remainder of the bibliography covers countries/areas. The countries/areas and number of publications for each are as follows: Colombia (83), Costa Rica (90), Cuba (166), Dominican Republic (96), French Antilles (59), Guyana (55), Haiti (16), Honduras (25), Mexico (38), Netherlands Antilles (21), Nicaragua (74), Panama (75), Puerto Rico (83), U.S. Virgin Islands (7), and Venezuela (213). Appended are a list of foreign periodicals and an author index. (SW)

ED 270 038 HE 019 352

Corporations Give Record $1.6 Billion to Colleges and Universities in 1984-85; Total Giving Reaches $6.3 Billion.

Council for Financial Aid to Education, New York, N.Y.

PUB DATE- May 86
NOTE- 6p.
AVAILABLE FROM- Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni; Business; *Donors; Economic Climate; Endowment Funds; Higher Education; Industry; Philanthropic Foundations; *Private Colleges; *Private Financial Support; Religious Organizations; *School Business Relationship; *State Colleges; *Two Year Colleges

Findings from the publication, "Voluntary Support of Education 1984-85," are summarized. The survey report includes contributions to 1,114 colleges and universities. Highlights of findings show that: total estimated voluntary support was $6.32 billion in 1984-1985; for the first time, corporations contributed more than any other donor group ($1.57 billion); alumni and nonalumni as groups contributed $1.46 and $1.42, respectively; the 58 private doctoral universities received 35% of the total reported by all survey respondents; 91 public doctoral universities received 26.2%; private colleges received $76.8 million in matching-gift funds, while public colleges received $22.6 million; market value of endowment funds for 1,007 institutions reached a record 35.5 billion in June 1985, and the 720 private institutions accounted for 85.7% of the total. Data are included on: voluntary support in relation to enrollment, inflation, and institutional expenditures; gifts of company products and other property by type of college; the 20 colleges and universities receiving the most voluntary support and the amount of support; and changes in corporate support reported for private and public colleges by type of institution (doctoral, comprehensive, general baccalaureate, and specialized) with four-year total, and two-year total. (SW)

ED 270 093 IR 012 111

Booth, Pat F.; South, M. L.
Information Filing and Finding.
REPORT NO.- ISBN-0-9461390-0-8
PUB DATE- 82
NOTE- 308p.
AVAILABLE FROM- ELM Publications, Seaton House, Kings Ripton, Huntingdon, Cambridgeshire, England PE17 2NJ (7.90 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - General (130)
DESCRIPTORS- Foreign Countries; Higher Education; Indexes; *Indexing; *Information Retrieval; *Information Science; *Information Storage;

Information Theory; Instructional Materials; *Library Education; *Library Science; Search Strategies
IDENTIFIERS- United Kingdom

Designed to be a foundation work, this book about information storage and retrieval includes discussions of theory as well as descriptions of practice. It is intended for: (1) students at both the graduate and non-graduate level who are beginning formal studies of librarianship/information science; (2) staff of library/information units who have moved into librarianship/information science and who may have relatively high qualifications in other kinds of work, but need to formalize and extend their practical knowledge of information retrieval; and (3) students or staff who have an information filing and finding aspect in their work, without necessarily being concerned primarily with library/information work. The book includes the following chapters: (1) Basic Definitions; (2) File Organization: Basic Factors; (3) The Representation File: Content and Arrangement; (4) Content Approaches; (5) Constructing Your Own Scheme; (6) Non-Content Approaches; (7) Physical Forms of File; (8) Searching; (9) Design, Organization, and Evaluation; and (10) Indexes for Individual Documents. References relating to each chapter are provided. (THC)

ED 270 121 IR 051 536

Olevnik, Peter P.
A Study of the Organizational Implications of Faculty Status for Librarians in the College Library.
PUB DATE- Mar 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Correlation; Higher Education; *Librarians; Library Research; *Library Role; Library Surveys; *Organization; *Predictor Variables; Statistical Analysis
IDENTIFIERS- *Faculty Status

This paper reports the results of an investigation into the relationship between librarians' status (i.e., librarians having faculty status or librarians lacking such status) and the organizational structure of the college library. The analysis was conducted within the conceptual framework of two organizational models: the bureaucratic and the collegial. Data were obtained by means of a questionnaire mailed to library directors at 300 randomly selected college libraries throughout the United States. According to the data recieved from 235 institutions (78%), neither the lack of faculty status for librarians nor the possession of faculty status by librarians was found to have a strong association with the organizational model employed. (Author/THC)

ED 270 188 JC 860 329

Susman, Mary Beth
Developing Computer Based Education and Self-Pacing for Introductory Sociology: A Teacher's Perspective.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at a Meeting of the Pacific Sociological Association (Denver, CO, April, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Assisted Testing; *Computer Managed Instruction; Courseware; Educational Innovation; Faculty Development; *Individualized Instruction; Sociology; *Teacher Developed Materials; Two Year Colleges

IDENTIFIERS- *Community College of Denver CO

Drawing from personal experiences in the development of an interactive testing program for a sociology course, this paper discusses issues related to the use of computer-based education in social science classes. First, the paper describes the steps taken by the Community College of Denver to introduce interested faculty to the possibilities of computer-based education (i.e., soliciting formal proposals for the development of computer-assisted or computer-managed instructional techniques; awarding release time or overload pay to implement proposals; installing and staffing a computer laboratory; and providing readings, orientation workshops, and training to familiarize teachers with computer technology). The paper also focuses on the process of developing the interactive testing program, explaining facets of screen design and writing utility programs. The use of the program in an open-entry/open-exit course design is detailed, indicating that students were required to read learning objectives in their Study Guide, read the textbook, fill in an "active-reading guide" in the Study Guide, take a self-test, view a videotape associated with each unit, take a tutorial in the computer lab, and take chapter quizes using the interactive testing program. The paper then considers how coursework was evaluated, the role of the instructor, and the results of the lack of class/group interaction. Final sections of the paper consider problems such as the low completion rate and student complaints concerning the difficulty of the course and the lack of interaction with the teacher and other students; and the benefits of the computer-managed instruction for students and the teacher. (RO)

ED 270 218 PS 015 850

Bollin, Gail G.
Health: A Key Factor in the Evaluation of Day Care.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; *Health; *Program Evaluation; *Research Methodology; *Research Needs; *Research Problems

Research has inadequately examined why health has become a problem in the day care setting. Health regulations for day care have not been researched in the day care setting per se but have been imposed on day care by the medical community working from a hospital model. Day care research has presumed that having antecedent health regulations in place would control the outcome of a good health program. Taken altogether, research has failed to uncover the source of the day care health problem or to offer solutions because it has concentrated on the structural variables of health component regulations and has ignored the functional variables of daily interpersonal and environmental transactions in day care centers. This dilemma can be resolved by applying to the evaluation of the health component of day care the qualitative and quantitative methodologies developed to study the functional variables of socioemotional and cognitive development. (Appended are charts depicting inadequate through excellent programmatic responses to several health component variables, as well as tables that elaborate a framework for studying several functional/transactional variables and that specify research methodologies particularly apt for studying health transactions from the separate perspectives of staff, parents, and children. A three-page list of references concludes the document.) (RH)

ED 270 233 PS 015 880

Perry, Martha Davis; Wolf, Dennie Palmer
Mapping Symbolic Development.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 31 May 86
NOTE- 19p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cartography; *Elementary School Students; *Individual Development; *Kindergarten Children; Literacy; *Map Skills; Primary Education
IDENTIFIERS- *Symbolic Representation

In an investigation of the development of mapping as distinct from drawing, 39 middle and lower class Cambridge, Massachusetts children in kindergarten and first- and second-grades were shown a small three-dimensional model town, asked to make a smaller, three-dimensional copy of the model, and then asked to make a map showing each item in the town and where it was located. Changes seen in the children's approach to the mapping problem can be described in terms of the following five trends: (1) an increased tendency to render all items on the model terrain, and those only; (2) a decrease in the amount of detail used in rendering items; (3) an increase in accuracy of spatial arrangement and orientation of map symbols; (4) an increased concern for proportion; and (5) a shift in drawing angle from canonical, or frontal perspective, to a birds-eye view. In general, findings suggest that it is important to teach children the differences between various forms of graphic representation, rather than ignoring them or leaving them implicit. Not to do so, it would seem, amounts to a subtle kind of educational inequality which may have a major impact on the development of literacy, as understood in its most encompassing and fundamental sense. (RH)

ED 270 246   RC 015 751

Guidelines for Health Services for Migrant Students. 1984 Edition.

California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

PUB DATE- 85
NOTE- 61p.; For earlier edition, see ED 256 540. Best copy available.
AVAILABLE FROM- Publications Sales, California State Dept. of Education, P. O. Box 271, Sacramento, CA 95802-0271.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Abuse; Community Resources; Elementary Secondary Education; Guidelines; *Health Education; Health Materials; *Migrant Children; *Migrant Health Services; Nutrition; Physical Examinations; *Physical Health; *School Health Services; Screening Tests; Special Education; *State Legislation; Student Records

IDENTIFIERS- *California; Migrant Student Record Transfer System; Scoliosis

To promote uniformity and continuity, standards have been established for planning, implementing, and evaluating student health programs provided by grade K-12 migrant education programs throughout California. State mandated health requirements, the rationale for supplemental services, methods of providing supplemental services, and community resources are defined for physical examinations; hearing, vision, and scoliosis screenings; immunizations; dental screening; nutrition; child abuse; mental health and counseling; health education for students, staff, and parents; the Migrant Student Record Transfer System (MSRTS) medical record; and special education. To comply with enabling legislation, the California State Department of Education will assist local educational agencies to ensure that migrant children participate in all federal/state mandated school health services; identify physical, emotional, and social problems that interfere with the educational process; remediate identified health problems; maintain current medical information using MSRTS; provide preventive health awareness for migrant students, parents, and staff; refer handicapped students to local Department of Rehabilitation offices; and establish liaisons for local handicapped identification and referral. Portions of state education, health and safety, and penal codes and an example of the MSRTS migrant student health record are appended. (NEC)

ED 270 260 RC 015 766

Tom Beaver, Creek Television Reporter. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.

PUB DATE- 79

NOTE- 20p.; For other titles in this series, see RC 015 765-774.

AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *American Indians; American Indian Studies; Biographies; Career Awareness; Cultural Awareness; Elementary Education; Intercultural Communication; *Learning Activities; *News Reporting; Resource Materials; Resource Units; *Role Models; *Television

IDENTIFIERS- *Beaver (Tom); *Creek (Tribe); News Reporters; Oklahoma; Television History

A biography for elementary school students presents an account of an American Indian television reporter, Tom Beaver (Creek), and includes a map of Oklahoma showing the location of Indian tribes. A teacher's guide following the biography contains information about the Creek tribe and the history of television, learning objectives and directions for teachers, suggested activities and worksheets, vocabulary lists, resources list, and an evaluation checklist. (LFL)

ED 270 052 HE 019 367

Peterson, Lorna
Teaching Academic Integrity: A Cognitive Developmental Model Based on Kohlberg's Theory of Moral Development.

PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Codes of Ethics; *Cognitive Development; *College Instruction; College Students; Course Descriptions; Educational Objectives; Higher Education; *Intellectual Property; Library Skills; Models; *Moral Development; *Plagiarism; Research Skills; Research Utilization
IDENTIFIERS- *Kohlberg (Lawrence)

An instructional model to develop academic integrity (honesty) in college students is proposed. Goals are to develop: adherence to the principle of doing one's own work, an understanding for the principle and nature of coauthorship, an understanding and adherence to citation practices, and an understanding of plagiarism. Students should be administered a questionnaire to determine their perceptions of academic dishonesty before undertaking classroom instruction in a library skills course, which will incorporate principles of academic integrity with research skills. Classroom discussions and results of pre- and post-assessment using a questionnaire on academic integrity may be used to emphasize six areas of qualitative change adapted from Kohlberg's model of moral development. The stages illustrate movement from behavior motivated by a desire to avoid punishment to behavior motivated by self-chosen ethical principles. The stages involve the following orientations: punishment-and-obedience, instrumental-relativist, interpersonal concordance or "good boy-nice girl," law and order, social contract/legalistic, and universal, ethical principle. Information is provided on learning objectives, method, materials, assignments, and evaluation. (SW)

ED 270 080 IR 012 081

Harris, Carolyn DeMeyer; And Others

Evaluation of the TSC Dolphin Computer Assisted Instructional System in the Chapter 1 Program of the District of Columbia Public Schools. Final Report 85-9.

Human Resources Research Organization, Alexandria, Va.

SPONS. AGENCY- Houghton Mifflin Co., Boston, MA.

REPORT NO.- HumRRO-FR-PRD-85-9

PUB DATE- Oct 85

NOTE- 138p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; *Attitude Measures; Comparative Analysis; *Computer Assisted Instruction; Elementary Secondary Education; *Instructional Effectiveness; Instructional Innovation; *Intermode Differences; Mathematics Instruction; Questionnaires; Reading Instruction; Research Methodology; *Student Attitudes; Tables (Data); Teacher Attitudes

IDENTIFIERS- District of Columbia; *Education Consolidation Improvement Act Chapter 1

Dolphin is a computer-assisted instruction system used to teach and reinforce skills in reading, language arts, and mathematics. An evaluation of this system was conducted to provide information to TSC Division of Houghton Mifflin regarding its effectiveness and possible modifications to the system. The general design of the evaluation was to compare Dolphin and non-Dolphin schools on a comprehensive set of Chapter 1 program effectiveness measures, including the achievement gains of Dolphin and non-Dolphin schools using school year (SY) 1982-83 standardized test results as the pretest and SY 1984-85 results as the posttest. Study participants included Chapter 1 teachers and students in grades 4, 5, and 6, as well as principals, regular classroom teachers from grades 4, 5, and 6, and instructional aides in Chapter 1 schools. Questionnaires were developed for each group. Items for the adult populations were designed to provide data for comparing Dolphin and non-Dolphin schools and their Chapter 1 programs, and participants' opinions on Dolphin features and implementation. The student questionnaires were designed to provide attitudinal measures for comparison between Dolphin and non-Dolphin students. Results indicate that the Dolphin schools rated higher than the non-Dolphin schools on all criteria from the questionnaires, the test scores, the student records, and classroom observations. In addition, the presence of Dolphin is related to measures of areas that educators traditionally consider important to the learning process, i.e., student attitudes toward school and continuing education; teacher attitudes toward students; and student, teacher, and principal beliefs that learning is occurring. Appendices include the data collection instruments, a discussion of the statistical analysis methods used, and participant responses to open-ended questions. (JB)

ED 270 135 JC 860 256

Rodda, Albert S.
Commentary on the History of California Community Colleges.
PUB DATE- Apr 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Educational History; *Finance Reform; Financial Policy; Financial Support; *Governance; Master Plans; School District Autonomy; State Aid; *Statewide Planning; Tax Allocation; Two Year Colleges
IDENTIFIERS- *California

This paper traces the development of state and local funding mechanisms which support community college education in California. Part 1 considers the history of California community college finance, looking at California public education in the 19th and early 20th centuries, the development of the state's junior colleges from 1907 to the institution of the Master Plan for Higher Education in 1960, the effects of the Master Plan, and the difficulties experienced by the community colleges in the 1960s and 1970s. Part 2 examines the finances of the community colleges after the passage of Proposition 13 in 1978, describing the financial condition of the system in the post-Proposition 13 period, the enactment of a state financial assistance program to "bailout" the community colleges, and the effects of the 1979 Gann Initiative Amendment, which set a limit on state expenditures equal to the level received in the 1978-79 base years with only small annual adjustments for inflation and population changes. Part 3 focuses on issues currently being considered by the Commission for the Review of the Master Plan for Higher Education pertaining to governance, funding, faculty tenure, and collective bargaining. This section highlights concerns about the erosion of the administrative and governing power of community college district boards; the modification of the current formula for funding and revenue allocation; the implementation of full-time equivalency as a finance mechanism or formula; and modifications in current laws concerning collective bargaining and faculty tenure. (RO)

ED 270 148 JC 860 284

Illinois Community College Board Transfer Study: A Five-Year Study of Students Transferring from Illinois Two-Year Colleges to Illinois Senior Colleges/Universities in the Fall of 1979.

Illinois Community Coll. Board, Springfield.

PUB DATE- May 86
NOTE- 107p.; Tables with small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Associate Degrees; Colleges; *College Transfer Students; Community Colleges; *Grade Point Average; Higher Education; Longitudinal Studies; Majors (Students); Postsecondary Education; Predictive Validity; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- *Illinois

A 5-year longitudinal study was conducted in Illinois to follow 9,757 of the 10,273 students transferring from two-year colleges to senior colleges and universities in Illinois in fall 1979. The study sought to identify the number and mobility patterns of Illinois two-year college students; to investigate the pre-transfer characteristics of these students; to determine the level of persistence, baccalaureate completion, and performance after transfer; to determine the predictive validity of two-year college grades for senior institution success; and to analyze the relationship between post-transfer achievement and pre-transfer characteristics. Study findings included the following: (1) 31% of the transfer students in the study had earned an Associate in Arts or Associate in Science degree prior to transfer; 7% had earned an Associate in Applied Science degree; and 62% transferred without completing an associate degree; (2) persistence rates and grade point averages (GPA's) tended to increase as the number of two-year college credits transferred increased; (3) 56% of the transfers had earned fewer than 60 semester credit hours at the two-year college from which they transferred; (4) senior college persistence rates and GPA's were higher for students with higher pre-transfer GPA's; (5) there was a significant positive correlation between pre- and post-transfer GPA's regardless of program of study or receiving institution; and (6) students coming from community college pre-transfer agriculture, business, engineering, and communications programs had the highest persistence rates, while students coming from pre-transfer education, arts and humanities, and science and math programs had the highest senior college GPA's. (RO)

ED 270 204 PS 015 796

Canada's Children 1985: A Statistical Overview.

Canadian Council on Children and Youth, Ottawa (Ontario).

PUB DATE- Oct 85
NOTE- 35p.
AVAILABLE FROM- Canadian Council on Children and Youth, 2211 Riverside Drive, Suite 11, Ottawa, Ontario, Canada K1H 7X5 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; *Adolescents; Birth Rate; *Children; Costs; Culture; Day Care; Demography; *Divorce; Drug Use; Early Childhood Education; *Education; Employment; Financial Support; Foreign Countries; *Health; Housing; Infant Mortality; *Infants; Physical Activity Level; Poverty; Suicide
IDENTIFIERS- *Canada; Income Security; Juvenile Justice

This document presents quantitative data on Canadian children from birth through 14 years of age. The information is drawn from readily available federal government sources. The overview provided is not intended to be comprehensive and while many subjects are addressed, the amount of information varies for each topic. The variation does not relate to the importance of the issue but rather reflects the fact that certain policy issues are more easily quantified than others. An attempt has been made to use the most recent information available. Data on policy issues is presented from micro-economic and macro-economic perspectives. The micro-economic approach documents the effects of policy issues on family or individuals, while the macro-economic outlines the effects on government or society. Canada is not a homogeneous country. The situation of children varies by province, by urban/rural areas, and by the circumstances of the family. This diversity is documented in the information in a selective manner. Children are by definition dependent and rely on others for physical, economic, and social support. They lack the opportunity, experience, or resources to provide for themselves. Public policy related to children must therefore consider their vulnerability and the degree to which parents and society share the responsibility of providing for children. (RH)

ED 270 276 RC 015 782

Fairbanks, Paulette; And Others
Annotated Bibliography of the Indian Elementary Curriculum Projct.

Minneapolis Public Schools, Minn.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Indian Section.
PUB DATE- 79
NOTE- 81p.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools-Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($3.40, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian History; American Indians; Art Activities; Audiovisual Aids; Autobiographies; Biographies; *Educational Resources; Elementary Education; Fiction; Legends; *Multilingual Materials; Poetry; *Resource Materials; Tribes; *Units of Study
IDENTIFIERS- Dakota (Tribe); *Ojibwe (Tribe)

More than 340 elementary classroom resources evaluated by the Minneapolis Public School Indian Elementary Curriculum Project are cited in this annotated bibliography. Materials dating from 1949 to 1979 are grouped into five categories: print (266 entries), non-print (31), curriculum units (22), Ojibwe bilingual materials (18), and Dakota bilingual materials (7). Printed materials are listed alphabetically by author and coded for primary, intermediate, or adult usage. Tribal affiliation is indicated. The content or kind of material is noted for the following categories: arts and crafts, autobiography, bibliography, culture, contemporary fiction, historical fiction, history, legends, magazine, newspaper, poetry, or reference. Author, title, publisher, copyright date, and price information (when available) are provided along with a brief annotation. Non-print materials are list alphabetically by title and include motion pictures, filmstrips, and slide lecture kits. Emphasis is upon Dakota and Ojibwe materials; therefore bilingual sections for these tribes are included. A list of names and addresses of 120 publishers and producers of cited materials concludes the document. (NEC)

Harnisch, Delwyn; Archer, Jennifer

Mathematics Productivity and Educational Influences for Secondary Students in Japan, India and the United States.

PUB DATE- 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; Demography; Foreign Countries; *Mathematics Achievement; Mathematics Education; Motivation; Personality; Productivity; Secondary Education; *Secondary School Mathematics; *Student Attitudes; *Student Characteristics
IDENTIFIERS- Illinois; *India; *Japan; Mathematics Education Research

This paper presents data gathered from three countries. Samples of students of high-school age from Japan (N-1700), India (N-1446) and Illinois (N-9582) completed the High School Mathematics Test, and, at the same time, responded to a questionnaire designed to measure various demographic and psychological variables. This paper reports not only on mathematics achievement for the three samples, but also examines the relationship of mathematics achievement with nine "background" variables, namely, students' gender, age, amount of instruction in mathematics, amount of discussion about school work with parents, frequency of reading during leisure time, self-evaluation of reading ability, level of test anxiety, attributions for success and failure, and the importance accorded the test. Results indicate differences among the samples in mathematics achievement, and, in addition, difference among them in the relative influence exerted by the background variables on students' achievement in mathematics. (Author)

Cain, Mead
Women's Status and Fertility in Developing Countries: Son Preference and Economic Security. World Bank Staff Working Papers No. 682 and Population and Development Series No. 7.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0446-1
PUB DATE- 84

NOTE- 85p.; For related documents, see SO 017 156-157; SO 017 161-164; SO 017 192.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC. 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Birth Rate; Demography; Developing Nations; *Economic Factors; *Economic Status; Family Size; Females; Population Growth; Population Trends; Womens Studies
IDENTIFIERS- Bangladesh; India (South)

The relationship between women's status--defined in terms of the degree to which they are economically dependent on men--and fertility in developing nations is examined. After a brief introduction, part 2 discusses a particular theoretical perspective regarding fertility determinants in developing countries and explores the implications of women's status within that context. Special attention is given to the value of children as security assets in settings where public welfare assistance in minimal or nonexistent and financial and insurance markets are poorly developed. Part 3 examines women's situation in which economic status and the institutional factors that create a particular degree of dependence determine the relevance of sex of children in defining security goals. It is noted that in societies where women are highly dependent on men, security goals will, of necessity, be defined in terms of surviving sons; where women are relatively independent economically, it is more likely that children of either sex can severe security goals. Part 4 uses a cross-national empirical analysis to support the argument that given similar security needs, and other things being equal, fertility will be considerably higher in settings where there is a strong preference for sons than in settings where son preference is weak. (Author/RSL)

ED 270 290 SE 046 435

Renewable Energy Reading List for Young Adults.

Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.

REPORT NO.- DC-150; DOE/CE-0066
PUB DATE- Jan 84
NOTE- 3p.; For other information bulletins in this series, see SE 046 433-441 and SE 046 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alternative Energy Sources; Electricity; Energy; *Energy Conservation; *Energy Education; Intermediate Grades; *Power Technology; Science Careers; Science Education; Secondary Education; *Solar Energy; *Wind Energy
IDENTIFIERS- *Renewable Resources

Presented is a list of 17 publications dealing with various aspects of renewable energy resources. These publications are suitable for students in grades 6 through 12. Each publication includes title, publication date, source, number of pages, cost, and when applicable, recommended grade level(s). (JN)

ED 269 969 FL 015 708

Sajavaara, Kari, Ed.; And Others
Papers in Language Learning and Language Acquisition. AFinLA Yearbook 1980. No. 28.
Finnish Association for Applied Linguistics, Jyvaskyla.
REPORT NO.- ISBN-951-9388-15-X
PUB DATE- 80
NOTE- 159p.; Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979). For individual papers, see FL 015 709-721.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); English (Second Language); Foreign Countries; *Language Acquisition; Language Universals; Pidgins; Pronunciation; Reading Processes; Second Language Learning; Semantics; Speech Acts; Swedish; Vocabulary Development
IDENTIFIERS- Finland

Papers include: (1) "Language Acquisitional Universals: L1, L2, Pidgins, and FLT" (Henning Wode); (2) "Language Acquisition, Language Learning and the School Curriculum" (Norman F. Davies); (3) "Language Teaching and Acquisition of Communication" (Kari Sajavaara, Jaakko Lehtonen); (4) "On the Distinction between Second-Language Acquisition and Foreign-Language Learning" (Hakan Ringbom); (5) "Defensive Speech Acts, or, Can We Use Speech Acts in Language Education" (Jacob Mey); (6) "Some Parameters of Simplification" (Jorma Tommola); (7) "The Most Functional English for a Finnish Five-Year-Old" (Pirjo Linnakyla); (8) "Aspects of the Teaching and Learning of Communicative Competence in French" (Inge Bartning); (9) "Prediction and Reflection in Reading in a Foreign Language" (Donald Adamson); (10) "Lexical Semantics and Its Application to Second and Foreign Language Vocabulary Learning and Teaching" (Kay Wikberg); (11) "De langsiktiga effekterna pa allmanna sprakfardigheter och attityder i skolan av tidigt paborjad undervisning i engelska" (Lars Holmstrand); (12) "Return to the Native Language via TREX" (Stina Borgstam); (13) "Survey of Foreigners' Pronunciation Problems in Swedish" (Robert Bannert); and (14) "The Learners' Native Language and Culture in Teaching English to Immigrants in Australia" (Peija Ilpola). (MSE)

ED 269 984 FL 015 723

Ho Fong Wan Kam, Belinda

A Diary Study of Teaching EFL Through English and Chinese to Early Secondary School Students in Remedial English Classrooms.

PUB DATE- Aug 85
NOTE- 143p.; Requirements for Master of Philosophy, Chinese University of Hong Kong.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cantonese; *Classroom Communication; Comparative Analysis; Diaries; *English (Second Language); Foreign Countries; *Remedial Instruction; Secondary Education; Second Language Instruction; Surveys; *Teacher Attitudes; *Teaching Methods

The situation in Hong Kong secondary schools, where teachers of remedial English use some Chinese (Cantonese) in their classes, prompted a study of the question of language use in such classes. A literature review found very few instances of a researcher trying to implement theories or suggestions in a classroom. A needs assessment questionnaire was sent to English-as-a-second-language teachers in 28 schools concerning their language choice and their frustrations in using one or another language in the classroom. In conjunction with the survey, a researcher kept a diary account of her experiences in using both Chinese and English in one remedial English class and only English in another, similar class. The diary account was reviewed in light of English language teaching literature and research, and four general observations are made: (1) complete avoidance of the native language was not possible; (2) some use of Chinese facilitated understanding, motivation, efficiency, and breadth of learning, but overuse and counterproductive use of the native language must be avoided; (3) a teacher strongly committed to the use of English in the classroom found it difficult to avoid reliance on Chinese; and (4) Chinese was used to explain vocabulary only when the translation was seen to enrich the students' general knowledge and when other methods were not succeeding. Implications for English language teaching and research methodology are examined. A questionnaire for Form I English remedial teachers, nine tables, and a bibliography are appended. (MSE)

ED 270 012 HE 019 324

Kishler, Thomas C.
A University-Wide Newsletter for Academic Advisers: Responding to the Need for Current, Accurate, and Useful Information.

PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; *Faculty Advisers; Higher Education; *Information Needs; *Newsletters; *School Publications; Undergraduate Study
IDENTIFIERS- *Michigan State University

A campus newsletter for undergraduate academic advisers at Michigan State University was developed by the Student Academic Affairs Unit within the Undergraduate University Division. Initial tasks included: preparing a mailing list, deciding on methods for collecting and verifying information, and developing guidelines to insure consistency of approach and presentation. The guidelines established the purposes, timing, content parameters, general format, and principles, as well as responsibilities of the publication committee members. Two sources of information for the newsletter were considered indispensable: reports of the curriculum committee and persons with policy-making authority. The format of the newsletter is described, and the guidelines are provided. Excerpts from a number of newsletter issues (1983-1985) are appended. (SW)

ED 270 025 HE 019 339

Cloud, Sherrill
Management Development Program. Preliminary Organizing Structure for Identifying Educational Activities.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *College Administration; College Planning; Decision Making; *Educational Needs; Higher Education; Information Centers; Institutes (Training Programs); *Management Development; *Professional Training; Seminars
IDENTIFIERS- *National Center for Higher Educ Management Systems

The Management Development Program, which was designed to address the needs of executive-level administrators of higher education, is described. The program was developed by the National Center for Higher Education Management Systems (NCHEMS). Seven limitations of executive-level administrators are identified, along with the capabilities of NCHEMS to respond to each limitation. In 1980, in order to ensure that NCHEMS would not duplicate efforts of to ensure that NCHEMS would not duplicate efforts of other organizations, a review was conducted of the types of instructional education administrators. This study focused on: curricula of higher education administrators. This study focused on: curricula of higher education programs and centers at universities, seminars and institutes conducted by universities and educational associations, and the instructional services of a few noneducational associations. The scope of the Management Development Program is limited to the functions of planning, organizing, and evaluating. The decision-making context in higher education is related to the management context, environmental impact, and executive-level role. These elements and the specific management topics provide a framework for identifying activities that the program can offer, including management seminars and institutes. Specific topics within this framework are identified. (SW)

ED 270 067 HE 019 383

Christal, Melodie E.
Problems Found in Using HEGIS Data.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Contracts; *Data Collection; *Error Patterns; Grants; *Higher Education; *National Surveys; *State Aid; State Colleges; *Student Financial Aid
IDENTIFIERS- *Higher Education General Information Survey

Problems with finance data reported through the Higher Education General Information Survey (HEGIS) are reported. Less than one percent of institutions appear to have reported incorrect data for the fiscal year (FY) 1983 finance survey. One reporting problem concerns state appropriations that are radically different in previous years or that are reported as $0. For public colleges, a $0 state appropriation is a flag for a potential problem. Another flag occurs when the amount of the Pell Grants exceeds the amount of restricted federal grants and contracts, since the latter includes Pell Grants. A chart of potential errors in reporting on the FY 1983 Finance Survey indicates the name of the college, the state, the amount of potential error (state and local appropriations, government grants and contracts, total revenue, and other), and comments about each potential error. A second chart of Pell Grant reporting errors shows for each college the amount of restricted federal government grants and contracts, and the amount of Pell grants. To determine if data problems exist with the HEGIS reporting, finance data for 5 years are listed according to specific categories. (SW)

ED 270 107 IR 051 522

Klausmeier, Jane A.
Building Databases for Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Computer Software Reviews; *Database Management Systems; *Databases; Educational Administration; *Microcomputers
IDENTIFIERS- ERIC Digest; *Information Management; *Software Evaluation

This digest provides a brief explanation of what a database is; explains how a database can be used; identifies important factors that should be considered when choosing database management system software; and provides citations to sources for finding reviews and evaluations of database management software. The digest is concerned primarily with databases and software for handling management-type information. It is noted that databases that are bibliographic in nature are accessed primarily through subject headings and keywords, and require a different approach and generally a different type of software called information retrieval software. This digest contains sections on how databases are organized and used, and software selection considerations. A list of print and online resources that may be helpful in developing a list of possible software programs to meet specific needs is included. (THC)

ED 270 122 IR 051 537

Michael, Douglas O., Comp.; Rivenburgh, Edwin, Comp.
SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1985-86.
State Univ. of New York Council of Head Librarians, Community Coll. Section.
PUB DATE- Apr 86
NOTE- 34p.; For 1983-84 survey, see ED 249 917.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Administrator Responsibility; *Administrators; *Community Colleges; Educational Media; Higher Education; *Learning Resources Centers; Librarians; Library Statistics; Media Specialists; Questionnaires; Salaries; State Surveys
IDENTIFIERS- *New York

Data are presented from a survey of each of 34 New York State community colleges: Adirondack, Broome, Cayuga, Clinton, Columbia-Greene, Corning, Dutchess, Erie/City, Erie/North, Erie/South, Finger Lakes, Fulton-Montgomery, Genesee, Herkimer, Hudson Valley, Jamestown, Jefferson, Mohawk Valley, Monroe, Nassau, Niagara, North Country, Onondaga, Orange, Rockland, Schenectady, Suffolk/Central, Suffolk/Ammerman, Suffolk/East, Suffolk/West, Sullivan, Tompkins-Cortland, Ulster, and Westchester. Data are reported for enrollment and faculty, the title of the chief administrative officer of the learning resources program, the title of the person to whom this administrative officer reports, and the work year and bargaining unit of the administrator. A table indicates whether or not an administrator has responsibility for the following areas: library, media, media software purchase and rental, classroom delivery of software and hardware, photography, graphics, audio, video, computerized typesetting, instructional design, in-house printing, computer services, administrative computing, microcomputer labs, all college microcomputer labs, academic mainframe computer, computer assisted instruction, developmental education, academic programs, and other responsibilities. Full-time and part-time staff, faculty rank and status, salary issues, and benefits are displayed on a separate table. Also included are a profile of the chief administrative officer of SUNY community college libraries and learning resouces centers, and salary ranges and number of staff in each range. The 34-item survey questionnaire is included. (THC)

ED 270 161 JC 860 301

Michels, L.
Milwaukee Area Technical College: The Crossover Program.
Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; Basic Skills; Community Colleges; *Developmental Studies Programs; Educationally Disadvantaged; *High Risk Students; Program Descriptions; Program Evaluation; Remedial Instruction; Student Characteristics; *Transitional Programs; Two Year Colleges; *Two Year College Students

This descriptive report focuses on Milwaukee Area Technical College's Crossover Program, which was designed to help students who have demonstrated a low level of academic preparedness on their admissions placement test to improve their basic academic skills and choose a realistic program of study. The first sections of the report describe the Crossover Program, focusing on objectives; admissions procedures; the curriculum, which includes courses in communication skills, reading and study techniques, mathematics, and social studies; orientation; attendance and tardiness policy; and requirements for the successful completion of the program. The next section offers an evaluation of the program, including a profile of the academic and personal characteristics of the 534 students who entered the program in fall 1985; statistics on retention and on attrition by race for the 440 students in the program in fall 1984; results of a follow-up of 122 spring 1986 Crossover students which looked at students' majors, persistence rates, and grade point averages; and program enrollment data for 1981-82 to 1985-86. Finally, a series of recommendations concerning the program are presented. The agenda for the student orientation is appended. (RO)

ED 270 308 SE 046 605

Quinlan, Susan E.
Alaska Wildlife Week, Upper Elementary Teacher's Guide. Unit 4. We All Need Each Other--The Web of Life. April 20-26, 1986.
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Education; Elementary School Science; *Environmental Education; Interdisciplinary Approach; *Intermediate Grades; Learning Activities; Natural Resources; Outdoor Activities; Physical Environment; *Science Activities; Science Education; Science Instruction; *Units of Study; *Wildlife
IDENTIFIERS- *Alaska

The ecological theme of "We all need each other--the web of life" serves as the focus of Alaska's fourth annual wildlife week and as the emphasis for the activities in this guide for upper elementary teachers. The packet of materials contain: (1) an introduction (explaining the theme); (2) table of contents (indicating each lesson's objective and the location of its background sheets, students worksheets and activities, and curriculum integration ideas); (3) list of worksheets (providing titles, summaries, and page numbers for the 11 activities); (4) worksheet solutions (listing answers and/or explanations for each of the exercises); (5) glossary (offering an illustrated dictionary of selected ecological terms); (6) ecosystem crossword puzzle; (7) lessons (containing objectives, background information, vocabulary list, activities, and curriculum integration suggestions); (8) ideas and references for ecosystem investigations (suggesting techniques and phenomenon to explore in the outdoors); (9) classification guide (explaining the four kingdoms of living things); (10) Alaskan food chain and food web examples (citing specific relationships common to four ecosystems); and (11) references. (ML)

ED 270 337 SO 017 054

de Nys, Mary; Wolfe, Leslie R.

Learning Her Place: Sex Bias in the Elementary School Classroom. PEER Report, No. 5, Autumn 1985.

NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.

PUB DATE- 85
NOTE- 10p.; For related documents, see ED 266 077-079.
AVAILABLE FROM- Project on Equal Education Rights, 1413 K Street, N.W., 9th Floor, Washington, DC 20005 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *Equal Education; *Females; Males; *Sex Bias; *Sex Discrimination; *Sex Stereotypes; Teachers; Teacher Student Relationship

During the past twenty years, important efforts to ensure educational equity for girls have brought about major changes in our schools; yet subtle sex discrimination still pervades many of our classrooms. In the elementary schools girls still are perceived more favorably than boys, disciplined less harshly, and graded more generously than boys; but boys receive more attention, encouragement, and constructive criticism. Boys emerge from this environment ready to move ahead and surpass their female classmates. Girls bring to their future education and career plans a habit of playing it safe and a collection of nagging doubts about their own abilities which often persist in contradiction to their exceptional grades. If this cycle of inequity and lack of confidence is to be broken, teachers and administrators on all levels must provide visible public leadership so that the community at large will be educated about the essential link between equity and excellence. (BZ)

ED 269 998 HE 019 174

Clevenger, Bonnie Mason; Chronister, Jay L.

Early Retirement Programs for Faculty: Three Institutional Case Studies. Occasional Paper Series #12.

Virginia Univ., Charlottesville. Center for the Study of Higher Education.

PUB DATE- Mar 86

NOTE- 59p.

AVAILABLE FROM- University of Virginia, Center for the Study of Higher Education, 405 Emmet Street, Charlottesville, VA 22903 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; *College Faculty; *Early Retirement; Employment Practices; Higher Education; Incentives; Part Time Faculty; Personnel Policy; Program Descriptions; Public Colleges; Questionnaires; *Reduction in Force; *Retirement Benefits; *State Universities; Teacher Participation; *Teacher Retirement

IDENTIFIERS- *Faculty Reassignment

Experiences with faculty early retirement programs at three public universities are described. The universities range in size from 11,000 to 33,000 full-time equivalent students with 650 to more than 3,000 faculty members. Attention is directed to: goals of each of the institutions in establishing the program, characteristics of individual programs, the number of faculty who have taken the early retirement option, and perceived strengths and weaknesses of the program. Initiatives for the three retirement incentive plans differed: one came from a joint faculty and administrative committee, the second was created and developed by administrators, and the third was developed by faculty members. Goals of the program for two of the universities were to reallocate resources. One school encouraged early retirements in overstaffed departments so that faculty positions could be moved to understaffed departments. The other school sought to reallocate institutional resources by guaranteeing part-time reemployment to any faculty member electing early retirement. The goal of the third university was to provide for a renewal of the professoriate while reducing the total number of faculty at the institution. The questionnaire used to collect the information on the programs is appended. (SW)

ED 270 039 HE 019 353

The State University of New York: The New Liberal Arts--Curriculum in Transition. Selected papers from Six SUNY conferences (New York, June 1984-September 1985).

State Univ. of New York, Albany.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.

PUB DATE- Mar 86

NOTE- 68p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Curriculum; *Curriculum Development; Ethics; General Education; Higher Education; *Liberal Arts; *Scientific Literacy; *State Universities; *Technological Advancement; Technology; Values

IDENTIFIERS- New Jersey; *State University of New York

The incorporation of science and technology developments into a standard liberal arts core (the New Liberal Arts) is addressed in papers presented at six conferences and workshops held at various intervals during 1984 and 1985 at State University of New York campuses. The New Liberal Arts has been part of ongoing general education curriculum revision at SUNY campuses. Paper titles and authors are as follows: "Ars-Techne-Scientia: Integrity of Culture Needs Unity of Knowledge" (Lynton Keith Caldwell); "Panel on the Future of the New Liberal Arts in SUNY" (Humphrey Tonkin); "The Liberal Arts for Today and Tomorrow: 'An Action Plan for the New Liberal Arts'"(H. Tonkin); "Ethics and Values in Science and Technology: The Price of Success" (Charle O. Warren); "Why Science, Technology, and Society Courses Should be Society, Technology, and Science Courses; or Why Tails Shouldn't Wag Dogs" (Robert Keesey); "The Future of the 'New Liberal Arts' at SUNY" (James W. Hall); "The New Liberal Arts" (Selby Hickey); "New Jersey's Model for Stimulating Change" (Edward D. Goldberg); "New Liberal Arts" (Thomas Kurtz); "A New Liberal Arts Course on Decision Analysis" (Samuel Goldberg); and "The Impact of Technology on Art and Art on Technology: A College Course Design" (Julie H. Wosk). The SUNY Advisory Committee on the New Liberal Arts membership list and a list of the SUNY meetings on the New Liberal Arts are appended. (SW)

ED 270 094 IR 012 112

Lewis, Raymond J.; Markwood, Richard
Instructional Applications of Information Technologies: A Survey of Higher Education in the West.
Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Jul 85
NOTE- 136p.
CONTRACT- Annenberg/CPB-1806/80494
AVAILABLE FROM- Pacific Mountain Network, Suite 170B, 2480 West 26th Avenue, Denver, CO 80211.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiotape Cassettes; *Computer Assisted Instruction; Higher Education; *Information Science; *Media Research; Policy; Problems; Questionnaires; Regional Programs; School Surveys; State Agencies; State Programs; Statistical Analysis; Teaching Methods; Teleconferencing; *Videotape Cassettes

IDENTIFIERS- *State Higher Education Executive Officers Assn; *Western Interstate Commission for Higher Education

A survey of all colleges and universities in 13 western states was conducted by the Northwest Task Force on Higher Educational Information Technologies in mid-1984 to obtain information that could be used to: (1) describe current instructional applications of video, audio, and computer technologies; (2) facilitate networking among educators who share common concerns; (3) identify obstacles to more effective use of information technologies; and (4) determine the types of problems educators would like to work on in collaboration with colleagues at other institutions. Additional insight into some of the policy issues related to the use of information technologies was sought through a survey of the State Higher Education Executive Officer (SHEEO) in each state. Analysis of the responses indicates that computers are being used to service larger proportions of the student body than either video or audio cassettes, with computers used more in the scientific disciplines and video and audio in the social sciences and humanities; white collar professionals are the single largest category of students being served via information technologies; the reporting institutions are active participants in technology-oriented networks; and 8 of the 13 western states have established statewide task forces to deal with information technologies in general. This report provides both summaries of the major findings and detailed analyses of the results of the two surveys, as well as discussions of the implications of the findings and numerous tables presenting data for the region as a whole. Copies of the questionnaires used are appended. (THC)

ED 270 175 JC 860 316

Dougherty, Kevin
The Effects of Community Colleges: Aid or Hindrance to Socioeconomic Attainment?
PUB DATE- 17 Apr 86
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College Attendance; College Students; *Community Colleges; Comparative Analysis; Educational Assessment; *Educational Attainment; *Educational Status Comparison; Higher Education; *Outcomes of Education; *Social Mobility; *Socioeconomic Status; Student Attrition; Two Year Colleges; Two Year College Students

Focusing on the controversy over whether community colleges aid or hinder their students' socioeconomic attainment, this paper aims to definitively determine the effects of these institutions and to explore how they produce those effects. The first section critically synthesizes research comparing the community college and other postsecondary institutions with respect to their impact on educational attainment, economic success, and higher education access. It concludes that baccalaureate aspirants entering community colleges attain less, both educationally and economically, than do comparable four-year college entrants, but that college entrants seeking subbaccalaureate vocational training seem to attain more education if they enter a community college than a four-year college. The second section of the paper examines the process by which community college entrants attain less education than four-year college entrants, focusing on high attrition rates within community colleges, difficulties experienced by community college graduates in transferring to four-year colleges, and attrition after transfer. The paper concludes that even controlling for differences in students' pre-college characteristics, the community college is clearly less able than the four-year college to facilitate the educational and economic attainment of the baccalaureate-oriented student. (Author/RO)

ED 270 189 JC 860 330

Johnson, Berman E.

Instructor Perceptions of DeKalb Tech Library Needs.

DeKalb Community Coll., Clarkston, GA. DeKalb Area Vocational-Technical School.
PUB DATE- Jun 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Libraries; Intercollegiate Cooperation; *Library Facilities; Library Surveys; Postsecondary Education;

Questionnaires; School Surveys; Student Needs; Teacher Attitudes; *Technical Institutes; Two Year Colleges; Use Studies; Vocational Education; *Vocational Education Teachers

Since 1964, students and instructors at DeKalb Area Technical School have had access to the library services available on the adjacent campus of DeKalb College. In 1986, a study was conducted to determine the extent to which the library needs of vocational technical students at DeKalb Tech were being met by the informal agreement with DeKalb College. Interviews were conducted with DeKalb Tech instructors to determine how often and in what ways the instructors used the college library, the types of library materials and services the instructors require their students to use, and the impact that the establishment of a library at DeKalb Tech would have on instructors' and students' library usage. Study findings, based on responses from 150 of the 163 full and part-time instructors teaching at DeKalb Tech in spring 1986, included the following: (1) 46% of the instructors never used the DeKalb College Central Campus Library; (2) only 27% of the instructors reported using the library one or two times per quarter; (3) 33% of the day instructors and only one evening instructor used the college library for student coursework assignments; and (4) 71% of the instructors felt that a library established on the DeKalb Tech Campus would improve instructional activities. Based on study findings, it was concluded that the college library was not viewed by DeKalb Tech instructors as a viable aid to vocational-technical instruction. To improve these perceptions and increase library use, it was recommended that DeKalb Tech should establish a formal cooperative agreement with DeKalb College for use of the library; that a reading room should be established on the DeKalb Tech campus as a viable annex to the college library; that the technical librarian should take steps to improve DeKalb Tech perceptions of the library; and that DeKalb Tech instructors should be encouraged to consider the value of library services for their instructional activities. A copy of the survey instrument is appended. (RO)

ED 270 219   PS 015 851

Marshall, Hermine H.

Games Teachers and Students Play: An Analysis of Motivation in Three Fifth Grade Classrooms.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Observation Techniques; Classroom Research; Comparative Analysis; Elementary Education; *Elementary School Students; Grade 5; *Student Motivation; *Teacher Attitudes; *Teacher Behavior; *Teacher Responsibility

Motivational strategies and attitudes toward learning were examined among students in three fifth-grade classrooms. Teacher statements used to frame lessons, maintain the session and keep students on task, and handle responsibility for learning were extracted from transcripts of classroom observations. Lesson framing and management/maintenance statements were coded. Results suggested the operation of three different "games" in the classrooms. In the "Learning Game" classroom, twice as many lessons were introduced with motivational statements, as compared with the "Work Avoidance" and "Blame the Students" classrooms. More lessons in the "Learning Game" classroom than in the other two included positive motivational statements referring to intrinsic rather than extrinsic factors. Almost half of the management/maintenance statements in the "Learning Game" classroom were used to maintain student interest rather than to redirect students from off-task behavior. Neither of the teachers in the other two classrooms used these strategies. In the "Work Avoidance" classroom, students were not held responsible for incomplete work. In the "Blame the Students" classroom, the teacher did not see herself as responsible for poor performance. Results are discussed in terms of student motivation to learn and the importance of viewing the classrom as a learning setting rather than a work setting. (Author/RH)

ED 270 234 PS 015 883

Feigenbaum, Peter

The Development of Questioning as a Means of Framing Problems and Posing Challenges.

PUB DATE- May 86

NOTE- 12p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; *Children; *Cognitive Development; *Cognitive Processes; Evaluative Thinking; Piagetian Theory; *Problem Solving; *Questioning Techniques; Role Playing; *Verbal Communication

When a person encounters a problem, the character, form, and content of his or her response provides psychologists with useful and interesting information about processes of challenge and their relationship to intellectual development. In essence, challenge is a developing relationship that is defined on the one hand by objective factors (a person and a problem), and on the other hand by subjective factors (the person's attitude that considers the problem as a challenge). This concept was illustrated by case studies in which two five-year-olds were asked to enact the event of going grocery shopping for a birthday party. The two subjects, during individual testing, played the role of the "customer" and bought groceries, while the experimenter played an undirective role as the store "clerk." Each child was faced with the problem of having to determine which items to select and which to reject. The children's spontaneous verbal and nonverbal activity was recorded on videotape for analysis. The speech utterances were coded according to six different functional types: (1) word play and repetition, (2) emotional exclamations, (3) issuing commands to objects, (4) describing one's own activity, (5) questioning and answering oneself, and (6) verbalizing plans and thoughts. The analyses demonstrated that children not only respond to their own questions by supplying themselves with answers but also respond to intellectual challenges by supplying themselves with questions, thus narrowing down the problem and deflating the challenge. (HOD)

ED 270 247 RC 015 752

Amodeo, Luiza B.; Emslie, Julia Rosa

Effects of a Mathematics Intervention Program on the Computational Skills and Attitudes of Preservice Elementary and Secondary Teachers.

PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Anglo Americans; Attitude Change; Comparative Analysis; Cultural Differences; Elementary School Mathematics; *Females; Higher Education; *Hispanic Americans; Intervention; *Mathematics Anxiety; Mathematics Instruction; *Mathematics Skills; *Preservice Teacher Education; Secondary School Mathematics; Sex Differences; Student Teachers
IDENTIFIERS- EQUALS Program; New Mexico

Mathematics anxiety and competence of 57 Anglo and Hispanic pre-service teachers were measured before and after a 30-hour workshop using the training program EQUALS. Students were divided into three groups: elementary, secondary, and library media. Students in the library media class served as the control group; the other two groups were the experimental groups. Information was gathered on the students' sex, ethnicity, age, college grade point average, and ACT math score. Before beginning student teaching assignments, students were given mathematics and attitudinal pretests and participated in a series of activities leading from single computational problems to more complicated word problems. The EQUALS program emphasized problems solving and group interaction. Post-tests were administered at the end of the student teaching assignments. Anxiety levels did not change, but mathematical competence increased for the group as a whole. Hispanic students showed higher anxiety levels and lower performance levels on both pre- and post-tests. No significant correlation was found between math performance and anxiety level. The success of the EQUALS program for increased mathematical competence was demonstrated for Hispanics and Anglos, males and females. Appendices contain most frequently missed mathematical test questions and samples of mathematical test questions. (LFL)

ED 270 261 RC 015 767

Charles Albert Bender, Ojibwe. Member of the National Baseball Hall of Fame. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.

PUB DATE- 76
NOTE- 24p.; For other titles in this series, see RC 015 765-774.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indians; American Indian Studies; *Athletes; *Baseball; Biographies; Career Awareness; Cultural Awareness; Elementary Education; *Learning Activities; Resource Materials; Resource Units; *Role Models
IDENTIFIERS- *Bender (Charles Albert); Minnesota; *Ojibwe (Tribe)

This biography for elementary school students highlights the life of Charles Bender (Ojibwe), an American Indian who became a member of the National Baseball Hall of Fame in 1953, and includes his photograph and a map of Minnesota showing his birthplace, Brainard. A teacher's guide following the biography contains background information on baseball and six suggested activities with learning objectives, directions for teachers, vocabulary list, resources list, and an evaluation checklist. (LFL)

ED 270 291 SE 046 436

Geothermal Energy.
Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.
REPORT NO.- DOE/CE-0117; FS-188
PUB DATE- Jun 85
NOTE- 7p.; For other bulletins in this series, see SE 046 433-441 and SE 046 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alternative Energy Sources; Electricity; Energy; *Energy Education; *Geothermal Energy; Intermediate Grades; *Power Technology; Science Education; Secondary Education

An introduction to geothermal energy is provided in this discussion of: (1) how a geothermal reservoir works; (2) how to find geothermal energy; (3) where it is located; (4) electric power generation using geothermal energy; (5) use of geothermal energy as a direct source of heat; (6) geopressured reservoirs; (7) environmental effects; (8) institutional and legal problems associated with geothermal energy; (9) economic considerations; (10) hot dry rock; and (11) future prospects. Eight resources available from the National Technical Information Service (NTIS) are listed. Each entry includes title, author(s), annotation,

publication date, and current cost. (JN)

ED 270 053 HE 019 368

Volkwein, J. Fredericks

The Correlates of State Regulation and University Autonomy.

PUB DATE- Feb 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, Texas, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; Decision Making; *Financial Policy; Governance; *Government School Relationship; Higher Education; *Institutional Autonomy; Institutional Characteristics; Money Management; *Personnel Management; State Government; *State Universities

Measures of state regulation of universities were studied to determine characteristics of states that may be associated with regulatory tendencies, as well as college characteristics that may protect them from regulation. The focus was academic, budgetary, and personnel regulation. Three national data sources were utilized, along with questionnaire responses from 86 public, Ph.D.-granting universities in 49 states. State variables possibly linked to regulation include: state appropriations, public college enrollments, tax effort and capacity, population growth and density, the governor's power, and powers/roles of the legislature and state education board. College variables include: age, size, constitutional autonomy, number of doctoral programs, funding, and the quality of the faculty and the study body. Six measures of academic regulation concerned state authority to: define campus mission, add new undergraduate/graduate programs, review or discontinue existing college programs, and add or discontinue departments. The seven measures of budgetary regulation include: control over expenditures after allocation, and retention and control of tuition. Personnel regulation variables include state-imposed control over: number of faculty and non-faculty positions, and salary schedules. Results of regression analysis are discussed. (SW)

ED 270 136 JC 860 263

Belcher, Marcia J.
Predicting Competence in Basic Skills after Two Years of College: The Roles of Entering Basic Skills and the Curriculum.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Basic Skills; Community Colleges; Mathematics Skills; Minimum Competencies; *Predictor Variables; *Program Effectiveness; Reading Skills; Student Evaluation; Two Year Colleges; *Two Year College Students; Writing Skills

A study was conducted at Miami-Dade Community College (MDCC) to examine the separate and combined effects of entering basic skills levels and curriculum-related variables (i.e., grades in required English and math courses, the length of time between the course and the test, and the number of credits in developmental courses) in predicting student competence in reading, writing, and mathematics after the equivalent of 2 years of college. The study population included all MDCC students who took a sophomore test of basic skills for the first time between fall 1984 and fall 1985. Based on ethnicity, three groups were formed, consisting of 241 Black non-Hispanic, 591 White non-Hispanic, and 1,401 Hispanic students. Entering levels of basic skills were measured using the Comparative Guidance and Placement Program test, while exiting skills levels were measured using the College Level Academic Skills Test. Study findings included the following: (1) White non-Hispanic students tended to have higher levels of entering basic skills, and slightly higher grades as well; (2) in predicting the exiting level of basic skills in computation, the curriculum was the strongest indicator of test performance, especially for Black non-Hispanic students; (3) in predicting exiting communication skills levels, especially in reading, entering basic skills alone and in interaction with curriculum weighed heavily; and (4) MDCC students experienced a "value-added" education that moved the students beyond the level expected from basic skills scores. (EJV)

ED 270 205 PS 015 821

Reynolds, Ruth Carmen
Status of Latch-Key Programs: A National Survey.
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Employed Parents; *Individual Characteristics; *Latchkey Children; National Surveys; *Program Design; Program Effectiveness; *School Community Programs; *State Legislation

To determine the status of latchkey programs in the United States, a questionnaire requesting information on actual or pending latchkey programs and legislation was sent to each state superintendent of schools and the secretary of the education committee of the state legislatures in the 50 states. A content analysis of the questionnaire responses and accompanying literature was made. Data was quantified and tabulated in terms of six general questions: (1) What are the characteristics of latchkey children? (2) What are the characteristics of latchkey parents? (3) What is the nature (types) of programs designated for latchkey children? (4) On what kind of demographic data are latchkey programs based? (5) What kinds of data are keyed to the designing of successful latchkey programs? and (6) What is the present and pending status of latchkey legislation in the 50 states? A total of 31 questionnaires with related literature were returned. State-by-state summaries of responses are provided in six tables. Results indicated that few programs are available for latchkey children. Generally, existing programs were extensions of day care and were social and recreational in nature. Many involved teaching survival skills to home-alone children. Only Illinois had passed legislation for latchkey children. It is concluded that latchkey programs must be expanded. A two-page bibliography is included. (RH)

ED 270 277 RC 015 785

Byrnes, Deborah; Jones, Myrna

Prejudice: Views of Children and Teachers in a Homogeneous, Rural School.

PUB DATE- Oct 85
NOTE- 12p.; Paper presented at the Northern Rocky Mountain Educational Research Association Conference (Jackson Hole, WY, October 11-13,1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Black Attitudes; Black Stereotypes; *Childhood Attitudes; Elementary Education; *Ethnic Bias; Ethnic Stereotypes; *Racial Attitudes; Religious Differences; Rural Education; *Rural Environment; Rural Population; Rural Urban Differences; Social Attitudes; *Student Attitudes
IDENTIFIERS- Teasing; United States (Rocky Mountain States)

Rural elementary school teachers were interviewed to determine their knowledge of student prejudices and how they encouraged acceptance of differences; students were interviewed to determine what prejudices were held. Eight rural teachers and 53 first, third, and fifth grade students in a small northern Rocky Mountain community with no racial, ethnic, or religious minority inhabitants were interviewed. Rural first graders were found to know many ethnic and racial stereotypes, perceived people different from themselves as foreigners, would prefer to play with Anglo American children, and teased about physical appearance and religion. Rural third and fifth graders could not define "prejudice," learned their views from parents/relatives/friends and television, seemed uncomfortable responding to questions about Blacks, and teased about skin color, families, and religious affiliation. Rural teachers took strong stands against classroom expressions of prejudice, but rarely confronted deeply held attitudes, stressed acceptance of differences, and would like to spend more time on citizenship but did not illustrate diversity in American society through teaching materials. Recommendations for addressing prejudice in the classroom included inservice/preservice exploration of personally held prejudices, teaching about discrimination, helping children examine treatment of people who are different, and introducing students to the spectrum of individual differences outside their local community. (LFL)

ED 270 323 SE 046 627

Sanford, Julie P.; French, Barbara Schmidt

Teaching and Learning Genetics: Case Studies of Academic Work in Two Classrooms.

Texas Univ., Austin. Research and Development Center for Teacher Education.

REPORT NO.- R&D-6202

PUB DATE- 86

NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Biology; Case Studies; Classroom Techniques; *Genetics; *Learning Strategies; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Task Analysis; Teacher Effectiveness

IDENTIFIERS- *Management Analysis; Science Education Research

Academic learning experiences provided during a unit on genetics were examined in this case study report of two honors biology classes. It was conjectured that the nature of students' work and how it is handled by teachers affects how students attend, how they process information, what skills they practice, how they are evaluated and ultimately what they learn. Specific questions that were investigated include: (1) how did the teachers translate their knowledge of the content and curriculum into sets of learning tasks; (2) how were the tasks managed by teachers and accomplished by students; (3) what were the effects of the teachers' task decisions on the kinds of learning experiences students had with the content; and (4) what opportunities were available for learning genetics concepts. Classroom tasks and relationships between tasks and other aspects of instruction were analyzed and problem areas in task management were identified. The interviews, analyses of student performance on quizzes, and interactions during class provided evidence that there was poor student understanding of concepts and procedures in several specific areas. Findings further suggested that teachers need to make careful choices in planning classroom tasks and in maintaining a balance between curricular demands and classroom needs. Tables showing sequence of task content in the two classrooms and summarizing genetics unit tasks for each teacher are appended. (ML)

ED 270 353 SO 017 161

Mahar, Dennis J., Ed.; And Others
Rapid Population Growth and Human Carrying Capacity: Two Perspectives. World Bank Staff Working Papers No. 690 and Population and Development Series No. 15.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0489-5
PUB DATE- 85
NOTE- 115p.; For related documents, see SO 017 156-157; SO 017 160; SO 017 162-164; SO 017 192.
AVAILABLE FROM- Publications Sales University Department T, The World Bank, 1818 H Street, N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attrition (Research Studies); *Demography; *Overpopulation; Population Distribution; Population Education; *Population Growth; *Population Trends; Trend Analysis

Two perspectives on carrying capacity and population growth are examined. The first perspective, "Carrying Capacity and Rapid Population Growth: Definition, Cases, and Consequences" (Robert Muscat), explores the possible meanings of the idea of carrying capacity under developing country conditions, looks at historical and present-day cases of alleged overpopulation in relation to carrying capacity, discusses some of the systems and effects where such situations may be present, reviews some of the dynamic adaptions made by populations living under such pressures, and suggests some of the consequences for economic development and some of the options for public policy. The second perspective, "Carrying Capacity, Population Growth, and Sustainable Development (George Ledec, Robert J. A. Goodland, James W. Kirchner, Janet M. Drake), explores examples of human-induced reductions in long-term carrying capacity such as deforestation, desertification, loss of biological diversity, and pollution. The paper concludes that many developing countries have paid insufficient attention to policies to lower their population growth rates--relative to policies to expand substantially their carrying capacities--as a means of bringing population and natural resource availabilities into balance. (RSL)

ED 269 970 FL 015 709

Wode, Henning
Language Acquisitional Universals: L1, L2, Pidgins, and FLT.
PUB DATE- 80
NOTE- 13p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Developmental Stages; Individual Differences; *Language Acquisition; *Language Universals; *Learning Processes; Learning Strategies; Neurolinguistics; Pidgins; *Prior Learning; Psycholinguistics; Second Language Learning

Human capacity for language acquisition is not strictly compartmentalized, with one acquisitional mechanism for the native language and others totally unrelated to it; rather, it consists of a unified mechanism flexible enough to handle various differences in external settings. This learning system operates on the formal properties of the linguistic devices used in natural languages. The human language system contains cognitive capacities especially geared to acquisition of language structures, and it also has some of the general properties of other learning systems, such as developmental stages, reliance on prior knowledge, and the decomposition of complex phenomena for learning purposes. Aspects of second language acquisition such as language contact or conflict, loyalty or shift, intellectual advantages or disadvantages, attitudes, interference, borrowing, pidginization, and de-creolization can be studied profoundly only when general language acquisitional factors are considered. (MSE)

ED 269 985 FL 015 724

Betancourt, Francisco
Puerto Rican Spanish: Attitudes.
PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Individual Characteristics; *Language Attitudes; *Language Styles; *Occupations; *Puerto Ricans; *Social Dialects; Socioeconomic Status; Sociolinguistics; *Spanish; Speech Communication; Standard Spoken Usage

As part of a larger sociolinguistic study investigating the attitudes of Puerto Ricans on the island toward their own vernacular speech, the present research focused on the subjective reactions of 104 public high school teachers and students to spoken speech styles. The subjects' task was to: listen to a prerecorded tape, rate the voices on the tape, and assign a possible occupation to each speaker. The responses were analyzed using a matched-guise technique and semantic differential questionnaire. Findings revealed uniform attitudes toward Spanish speech styles, perceptions of speech styles of higher and lower prestige, and accurate assignment of higher prestige occupation to speech styles closer to standard speech and lower prestige occupations to substandard speakers. The subjects perceived the stylistic distance, or range of variation, to be narrower for lower class than for higher class speech, and showed awareness of the primary speech style dichotomy as urban vs. rural. Subjects disavowed certain styles in their own speech, and condemned the use of slang, responding more favorably to a controlled speech style closer to standard usage. (MSE)

ED 270 013 HE 019 326

Sorcinelli, Mary Deane; Near, Janet P.
Relationships between Work and Life away from Work among University Faculty: Gender and Rank Effects.

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); Age Groups; *College Faculty; *Family Life; Females; Higher Education; Individual Needs; *Job Satisfaction; *Leisure Time; *Life Satisfaction; Males; Occupational Aspiration; Stress Variables; *Teacher Attitudes; Teacher Characteristics; Teacher Welfare; Well Being

Spillover between work and life away from work was studied with 100 college faculty, who lived in a small college town, where work and life outside of work appear closely bound. The effects of gender and academic rank on the incidence of spillover between work and nonwork were assessed. Faculty from humanities and natural sciences departments and two professional schools were studied. Interviews and questionnaires were completed by assistant professors, associate professors, full professors under age 50, and full professors age 50 and over. Seventy-two percent of the sample were male, and 28% were female. Information was obtained on career choice, opportunities and constraints, transitions and aspirations, the effect of life away from work on academic careers, interests, incentives, and work and nonwork satisfactions. Both family-work linkages and leisure-work linkages were examined. Spillover was found for this population, although no significant sex differences were found. While half of the sample reported positive spillover between work and family or personal life, half also described stresses in balancing time and commitment to family with career aspirations. No significant differences in spillover of the work-family linkage was found by rank; however, significant differences were associated with rank in spillover of work and leisure. (SW)

ED 270 068 HE 019 386

Wallhaus, Robert A.
Statewide Planning and Policy Development in Relation to Proprietary Schools.
State Higher Education Executive Officers Association.

PUB DATE- 19 Apr 85
NOTE- 26p.; Paper presented at a joint session with the National Association of Trade and Technical Schools and the Association of Independent Colleges and Schools (Miami, FL, April 19, 1985).
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Role; Coordination; *Government School Relationship; Higher Education; Legal Responsibility; *Policy Formation; *Program Evaluation; *Proprietary Schools; *State Boards of Education; *Statewide Planning; *Student Financial Aid
IDENTIFIERS- *Illinois; Program Approval

Issues concerning state planning and policy toward proprietary schools are considered, with a focus on efforts of Illinois to relate to the proprietary sector in such areas as coordination and planning, student financial aid, and the approval of schools and programs. States that try to integrate the proprietary sector into their planning activities encounter at least two related difficulties: multiple state agencies have varying responsibilities for different kinds of proprietary schools and programs; and statewide data on proprietary schools are very limited. The Illinois Board of Higher Education and other state agencies have statutory responsibility to approve new degree-granting institutions, including proprietary schools, and new degree programs offered by these schools; and to regulate proprietary schools that prepare individuals to follow a trade, artistic occupation, or professions not subject to licensing or registration. The following topics are considered in depth: state student financial aid and proprietary school students, and state level review and approval of proprietary school programs. Appended is information on statutory responsibilities of the State Board of Higher Education and the structure of higher education in Illinois. (SW)

ED 270 081 IR 012 082

McLaughlin, Pamela, Comp.

Information Resources on Microcomputer Applications for Media Centers. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86

NOTE- 3p.

AVAILABLE FROM- ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Annotated Bibliographies; *Computer Software; Elementary Secondary Education; *Learning Resources Centers; *Microcomputers; Newsletters; Resource Materials; School Libraries

IDENTIFIERS- ERIC Digests; *Software Development; Spreadsheets

Citations in this annotated bibliography were selected from the Educational Resources Information Center (ERIC) indexes, Current Index to Journals in Education (CIJE), and Resources in Education (RIE). Titles include: (1) "Computer Applications in the Library Media Center: An Introduction to Electronic Spreadsheets" (Keith E. Bernhard); (2) "Selecting Computer Software for School Libraries" (Laurel A. Clyde and D. Joan Joyce); (3) "In-house Production of Computer Software" (David V. Loertscher); (4) "Microcomputer Software for School Library Applications" (South Dakota State Library and Archives); (5) "Computer Technology and Libraries" (School Library Journal Special Section); (6) "Microcomputers in the Media Center" (Vicki Sherouse and Richard Post, eds.); (7) "Microcomputers in School Library Media Centers" (Lotsee Smith and Keith Swigger); (8) "Copyright, Micro Software, and the Library Media Center" (Rosemary Sturdevant Talab); and (9) "Small Business Microcomputer Programs: Tools for Library Media Center Management" (Neil A. Yerkey). Descriptions and addresses are also provided for two Apple microcomputer-users newsletters--the Apple Library Users Group Newsletter and The Wired Librarian's Newsletter--as well as two general interest periodicals--CMC (Computers and the Media Center) News and Small Computers in Libraries. (JB)

ED 270 108 IR 051 523

Choi, Susan E.

Cataloging and Organizing Microcomputer Software--Where Do We Go from First Base?

PUB DATE- 84
NOTE- 18p.; Paper presented at the Annual Conference of the American Association of School Librarians (Atlanta, GA, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; *Computer Software; Library Administration; Library Collections; *Library Technical Processes; *Microcomputers; Position Papers; Program Descriptions
IDENTIFIERS- Software Evaluation

This position paper addresses general topics to be considered when organizing library software collections. Tasks involved in organizing and cataloging educational software collections are discussed, including arrangement/classification; the type of catalog; descriptions of the software; the general materials designator; storage requirements; and identification and warning labels. This paper covers each of these areas and concludes with an explanation of how the Santa Clara County Office of Education Review (California) has handled its software collection. Attachments include a software cataloging form; worksheet scope notes and instructions; a master code sheet; a filled in cataloging form, and a sample printout listing science software with cataloging information. A six-item bibliography is included. (Author/THC)

ED 270 149 JC 860 285

Rotman, Jack W.
Readiness and Preparation for Beginning Algebra.
PUB DATE- 9 May 86
NOTE- 9p.; Paper presented at a meeting of the Michigan Mathematical Association of America/American Mathematical Association of Two-Year Colleges (Mount Pleasant, MI, May 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Algebra; *College Mathematics; Community Colleges; Individualized Instruction; *Mathematics Curriculum; *Mathematics Instruction; *Remedial Mathematics; Teaching Methods; Textbooks; Two Year Colleges; Two Year College Students

Drawing from experience at Lansing Community College (LCC), this paper discusses how to best prepare students for success in a beginning algebra course. First, an overview is presented of LCC's developmental math sequence, which includes Basic Arithmetic (MTH 008), Pre-Algebra (MTH 009), Beginning Algebra (MTH 012), and Intermediate Algebra (MTH 102). Next, data are presented showing the annual pass rates in MTH 012 for students who first passed MTH 009 and for all other MTH 012 students. The data point to a trend from 1980 to 1984 of improved MTH 012 performance among MTH 009 students, and a reversal of that trend in 1984-85. The next section explains the basic structure of MTH 009 and 012, explaining that both courses are offered in a self-paced, competency-based, math laboratory environment; and that both use a text and workbook in conjunction with individualized instruction as needed. Next, instructional changes that took place in the MTH 009 classes are examined, including a change in textbook, elimination of supplementary "packets," and an increase in mastery requirements. The final sections offer a discussion and analysis of the lower MTH 012 pass rates of MTH 009 students, underscoring the importance of providing students with a general framework of ideas, concepts, and skills (including appropriate vocabulary) in order to help them grasp algebraic topics which are usually abstract in both content and approach. (RO)

ED 270 162 JC 860 302

Boughton, Roger W.

Measuring the Quality of Rural Michigan and Minnesota Community Colleges as Perceived by Community Leaders.

Council for North Central Community and Junior Colleges.

PUB DATE- Feb 85

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- Administrator Attitudes; College Role; *Community Attitudes; *Community Colleges; Community Surveys; *Educational Assessment; Educational Quality; Institutional Evaluation; Questionnaires; *Rural Education; *School Community Relationship; Two Year Colleges

IDENTIFIERS- *Michigan; *Minnesota

A study of rural community colleges in Minnesota and Michigan was conducted to determine to what extent the colleges were fulfilling their stated purposes, whether Minnesota's centralized state community college system is as responsive to community needs as Michigan's decentralized system, and the major criteria identified by community college presidents in these states as representing quality in a rural community college. The study population consisted of 48 community leaders (i.e., school district superintendents, high school principals, Rotary or Kiwanis presidents, and on-sight managers from major employers). Study findings based on a 100% response rate, included the following: (1) 62% of the Rotary/Kiwanis presidents and business leaders and 33% of principals viewed community college education as the beginning of a four-year college education, while 33% of the principals described their community college as a school offering both liberal arts and vocational education; (2) all of the superintendents and principals reported being asked about their local community college at least monthly; (3) direct mail and newspapers were perceived as the best source of information about the local college; (4) three of the four college presidents contacted indicated that the most important criterion for determining quality at their college was the attitude of teaching staff towards students; and (5) the Minnesota community leaders were more positive and supportive of their local community college than were the Michigan community leaders. The survey instruments are included. (RO)

ED 270 262 RC 015 768

Patrick Des Jarlait, Ojibwe Artist. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.

PUB DATE- 77
NOTE- 21p.; For other titles in this series, see RC 015 765-774.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indians; American Indian Studies; *Artists; Biographies; *Career Awareness; Cultural Awareness; Cultural Education; Elementary Education; *Learning Activities; *Painting (Visual Arts); Personal Narratives; Resource Materials; Resource Units; *Role Models
IDENTIFIERS- *Des Jarlait (Patrick); Minnesota; *Ojibwe (Tribe); Reminiscence

A biography for elementary school students of Patrick Des Jarlait (Ojibwe), an American Indian painter, includes photographs of the artist and some of his work. A teacher's guide following the bibliography contains excerpts from the artist's published reminiscences about his childhood, learning objectives and directions for teachers, suggested activities, vocabulary list, resource list, evaluation checklist, and a map of the Red Lake Indian Reservation. (LFL)

ED 270 309 SE 046 606

Miller, Jon D.

The American People and Science Policy. The Role of Public Attitudes in the Policy Process.

REPORT NO.- ISBN-0-08-028064-1
PUB DATE- 83
NOTE- 161p.
AVAILABLE FROM- Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 ($33.00 plus $2.50 postage and handling; hardcover only).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Attitudes; College Science; National Surveys; *Public Opinion; Science Education; *Science Interests; *Scientific Literacy; Scientific Personnel; Secondary School Science; Student Attitudes; Surveys; Technological Advancement; *Technological Literacy
IDENTIFIERS- Science Education Research; *Science Opinion Survey

Attitudes toward science and technology issues and policies are reviewed in this analysis of the "attentive public." The study establishes the size of the attentive public for science, its growth over time, its social composition, the recruitment and socialization of science attentives in the high school and college years, the areas of agreement and disagreement of the attentive public and the science leadership on policy questions, and the significance of these properties of the attentive public for science policy and for democratic politics. The conclusions of the study are based particularly on major surveys involving the general public, high school and college students, and science and technology leaders but also take into account findings of national surveys over a 24-year period. The main contention is that the attentive public for science is a substantial and growing stratum of the population (20% as of 1981) that is interested and informed about science and supports scientific and technological growth. However, findings also indicate that the attentive public is not fully in support of the agenda of the scientific elite and gives higher priority to applied research than to basic research. (ML)

ED 270 338 SO 017 057

Johnson, Karen S.
Lenin: An Activist Burdened by a Passivist Philosophy.
PUB DATE- Apr 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)
DESCRIPTORS- Activism; *Communism; Epistemology; Learning; *Marxism; *Philosophy; Political Attitudes; Political Influences; Revolution; Social Change; Socialism
IDENTIFIERS- Communist Party; Hegel (Georg Wilhelm Friedrich); *Lenin (Vladimir); *Leninism

The paper discusses Lenin's attempts to alleviate discrepancies between Marxist philosophy and his own personal activist creed by, first, introducing Hegelian logic into dialectical materialism and, second, by creating an ideology of organizational activity. Lenin the man is examined in order to understand his interpretation of Marx and the gap between Marxism and activism. Through the reflection theory in his "Materialism and Empirio-criticism," Lenin's definition of matter and dialectical thoughts on knowledge (truth) and objective reality are assessed. His activist creed is developed with his attempt to resurrect subjective man combined with the objective process of attaining knowledge. The combination of materialistic epistemology and Hegelian logic to subjectivize man is noted in his "Philosophical Notebooks." Lenin's views on the Communist Party's leading role, active foreign intervention, and revolutionary war are probed. The conclusion presents the contention that there remains a determinism/voluntary action contradiction and a resulting dissatisfaction with Lenin's attempts to bridge these different perspectives. A short reference list is included. (TRS)

ED 270 026 HE 019 340

Brinkman, Paul T.; Jones, Dennis P.
The Costs of Frontloading.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Rank (Professional); Advanced Courses; College Faculty; College Freshmen; *College Instruction; *Cost Estimates; *Expenditure per Student; Expenditures; Higher Education; *Instructional Student Costs; *Introductory Courses; Operating Expenses; Private Colleges; *Resource Allocation; State Colleges
IDENTIFIERS- College Sophomores

The costs of directing additional instructional resources to lower-division instruction is assessed. "Frontloading," or directing additional resources toward lower-division students, was recommended by a national study group because first- and second-year students are frequently taught by junior instructors in large classes in which they tend to be passive participants in the educational process. The cost of frontloading is estimated in terms of additional institutional expenditures for instruction. Attention is directed to: various dimensions of the costing question, reasons why instructional costs tend to be lower at the lower-division level, and data illustrating the extent to which these costs differ by level of instruction at various types of institutions. Two models for making cost estimates are also examined. The first cost estimation model focuses on total direct expenditures for instruction, which are allocated by level of instruction, based on enrollments and on cost-ratios comparing costs per student for the lower, upper, and graduate divisions. The second model focuses on the costs of acquiring the additional faculty needed to provide lower-division students with a learning environment similar to that provided to upper-division students. Steps in calculating costs for frontloading are identified, along with a set of simultaneous mathematical equations. (SW)

ED 270 292 SE 046 437

Build a Solar Greenhouse.

Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.

REPORT NO.- DOE/CE-0092; FS-179

PUB DATE- Jun 84

NOTE- 7p.; For other bulletins in this series, see SE 046 433-441 and SE 046 444.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Alternative Energy Sources; *Building Design; *Building Plans; *Construction (Process); Energy; *Energy Education; *Greenhouses; Science Education; *Solar Energy

Attached solar greenhouses are relatively inexpensive and easy to build; they can provide additional heat to homes all winter as well as fresh vegetables and flowers. This bulletin: (1) describes the characteristics of a solar greenhouse; (2) provides a checklist of five items to consider before building a solar greenhouse; (3) describes the four basic solar greenhouse components (footings, framing, glazing, and heat storage); and (4) lists step-by-step procedures for the construction of a typical greenhouse. (JN)

Baumgaertner, William L., Ed.
Fact Book on Theological Education for the Academic Year 1984-85.
Association of Theological Schools in the United States and Canada, Vandalia, OH.
PUB DATE- 85
NOTE- 261p.; For the 1985-86 edition, see HE 019 318. Some tables may be marginally legible due to small, light type.
AVAILABLE FROM- Association of Theological Schools in the United States and Canada, P.O. Box 130, Vadalia, OH 45377 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *Church Related Colleges; College Faculty; College Graduates; College Libraries; Comparative Analysis; *Educational Finance; *Enrollment Trends; Expenditures; Females; Higher Education; Income; Institutional Characteristics; Librarians; Males; Minority Groups; *Salaries; *Student Characteristics; *Theological Education

Information on U.S. and Canadian theological schools is provided, including enrollments, professional staff, and salaries for 1984-1985, and graduation, finance, and library statistics for 1983-1984. Per student revenue and per student/per faculty expenditures are based on fall 1983 headcount and full-time equivalency enrollment and employment. Enrollment comparisons for 197 institutions for 1983-1984 and for 187 institutions for 1979-1984 are provided. Additional information includes: changes in number and percentage of total professional enrollment within various categories of programs; sex distribution of preordination degree students; women ordination degree graduates by denomination; enrollment for minority groups (Blacks, Hispanic Americans, Pacific/Asian Americans, and Native Americans); changes in numbers of administrators, faculty, and library personnel contrasted with numbers of students; sex distribution of administrators and faculty; changes in employment of Blacks by position held; trends in salaries for staff; changes in financial data per full-time student; analysis of revenues and expenditures by size, status, and racial character of school; revenues by denominational affiliation of school; revenues by regions; and revenues by highest degree offered. (SW)

Fjallbrant, Nancy, Ed.
User Education in the Online Age 11. IATUL International Seminar Proceedings, (2nd, Delft, The Netherlands, July 30-August 2, 1984). Vol. 17.
International Association of Technological Univ. Libraries, Gothenburg (Sweden).
PUB DATE- 85
NOTE- 251p.; For the first seminar on User Education in the Online Age, see ED 233 735.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Database Producers; Databases; Foreign Countries; Information Centers; Information Networks; *Information Retrieval; International Organizations; Libraries; Library Automation; Library Education; Online Catalogs; *Online Searching; Online Systems; Professional Continuing Education; *Reference Services; Technological Advancement; *Training; *Users (Information)

Papers presented at an August 1984 international seminar on online user education include "Library Policies and Strategies in The Netherlands" (Chris J. van Wijk, The Netherlands); "Promotion and Marketing of Library Services" (Nancy Fjallbrant, Sweden); "Library Promotion by Computer" (Ian Malley, United Kingdom); "Library User Education and Promotion of the Online Information Retrieval Service at the Vrije Universiteit Brussel" (Paul Nieuwenhuysen, Belgium); "New Developments in Information and Marketing Techniques for Science and Technology" (Shirley V. King and Pesi J. Gazder, United Kingdom); "User Education" (Blaise Cronin, United Kingdom); "Trade-Offs in the Design of an Online Public Access Catalog, Exemplified by VUBIS" (Marc O.L. Verpoorten, The Netherlands); "COBBUL: A Real Environment Experience on Automated versus Manual Catalogue Usage Education" (Domenico Bogliolo, Italy); "Library Automation: A Review of Integrated Turn-Key Systems" (Johan van Halm, The Netherlands); "Training for Online Information" (Arja-Riitta Haarala, Finland); "The User Influences (Shapes) Library Automation" (Kurt Schroder, West Germany); "Automated Catalogue and the User--Helsinki Experience" (Sinnika Koskiala, Finland); "Online Databases and Library User Education" (Lucy A. Tedd, United Kingdom); "Online Searching in a Chemistry Curriculum" (Leendert Maat, The Netherlands); "Online Library Reference Databases" (Maria Pia Carosella and Augusta Maria Paci, Italy); "The Use of the Computer in a Course of Instruction for Physical Sciences Students" (Priscilla A. Schlicke, United Kingdom); "10 Years of Turning Out Engineers for Using Scientific and Technical Information at the Compiegne University of Technology," (abstract, Liliane Vezier, France); "Changing the Face of the Subject Librarian in the Online Age in Academic Libraries" (Mark Shields, United Kingdom); "Education and Training of Students of Civil Engineering as Users of Scientific and Technical Information in the Central Technical Library of Edvard Kardelj University in Ljubljana" (Nada Cucnik-Majcen and Mara Slajpah, Yugoslavia); "Strategies for User Education for Graduate Students" (Carole Duffill, Australia); "The Role of Numerical Databases for Users" (Heinrich Behrens, West Germany); "Scientific Literature in Foreign Languages and Library Users" (Dies van Bergeijk, The Netherlands); and "Online Retrieval in Numeric Data Bases" (Josef L. Staud, West Germany). A list of seminar participants and the seminar program are also provided. (THC)

ED 270 137 JC 860 264

Morton, Ruth D.; Rittenburg, Terri L.
Motivations of Part-Time Teachers in Noncredit Programs: A Factor Analytic Approach.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Continuing Education; Factor Analysis; Noncredit Courses; *Part Time Faculty; State Surveys; *Teacher Attitudes; Teacher Characteristics; *Teacher Motivation; Two Year Colleges
IDENTIFIERS- *Nebraska

Despite the growth of non-credit programs and the increase in numbers of part-time students and part-time teachers, little research has been conducted that provides data about part-time teachers and their motivations for teaching. A two-phased study was conducted to group reasons for teaching into meaningful, empirically based categories and to use factor analysis as a tool to refine and improve a survey instrument focusing on teacher characteristics and motivations. In 1982, 294 randomly selected part-time instructors teaching at least one noncredit course in a community service or continuing education program at a Nebraska community college were surveyed about their reasons for teaching. In 1985, an expanded version of the part-time teacher questionnaire was distributed to 1,200 Nebraska community college non-credit course instructors. Study findings, based on response rates of 71% and 30% from the two surveys, included the following: (1) for the first survey, three factors accounted for 39.4% of the total variance; i.e., personal/professional growth (24.1%), professional/economic goals (8.9%), and social activity (6.4%); and (2) for the second survey, six factors accounted for 49.8% of the total variance; i.e., professional growth and influence (23.1%), economic and time goals (9.2%), personal development (5.8%), social interaction (4.2%), professional leadership (3.9%), and community service (3.6%). The findings provided support for the notion that part-time faculty can identify reasons for teaching, that they exhibit multiple motivations, and these motivations can be categorized for a better understanding of why people engage in part-time teaching. (EJV)

ED 270 176 JC 860 317

Conrath, Richard C.

New Partnerships: The Community College in Prison. Issues and Trends in Corrections Education.

PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Correctional Education; Correctional Institutions; Crime Prevention; *Financial Support; Prisoners; *Program Implementation; *Rehabilitation Programs; Two Year Colleges; Vocational Rehabilitation
IDENTIFIERS- *Michigan

Three major issues confronting Michigan community colleges in providing prison education are discussed in this paper. The first section deals with funding problems, focusing on the necessity of reapplying for funding on an annual basis, the diversity of funding sources, the acquisition of supplies and equipment, and the maintenance of a stable staff. The recommendation is made that the legislature arrive at a per pupil allowance, which when supplemented by Pell Grants and other soft money, would be a stable source of funding. The second section focuses on conflicts and staff problems in prison education, indicating that interpersonal and interagency conflicts occur at all levels, usually because of overlapping or disputed lines of responsibility. The section also identifies a number of common staff problems, such as difficulties in orienting staff to the peculiar nature of prison teaching, lack of specially trained instructors, stress, and turnover. Included in this section are recommendations to: (1) place prison programming high on the state's priority list of needs in prison funding; (2) identify a central agency as responsible for the supervision of all prison programming; and (3) develop a licensing program to certify teachers in the prison system. The final section deals with problems that arise from inmate transfer from one prison to another, including the lack of available courses to match the courses that inmates were taking when they were transferred and the lack of articulation between courses and programs. The recommendation is made that formal articulation agreements be established. (RO)

Hoover, Jeanne M.; Austin, Ann M. Berghout
A Comparison of Traditional Preschool and Computer Play from a Social/Cognitive Perspective.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Microcomputers; *Play; *Preschool Children; Preschool Education; *Receptive Language; *Sex Differences; *Social Status

The primary purpose of this study was to compare, from a social/cognitive perspective, computer free play with more traditional preschool free play. Secondary objectives were to find out whether there were gender differences in the duration and type of computer play and whether receptive language differences or sociometric status affected the use of the computer. Participants were 20 female and 23 male children, ranging in age from 3 to 5 years, who attended preschool classes on the campus of Utah State University. Play in five play areas was observed according to the Parten-Smilansky social/cognitive play hierarchies. No gender differences were found in the amount of time or type of play at the computer. Sociometric status did influence computer play, with those children who engaged in more positive social interactions using the computer constructively. Group constructive play was the most significant type of play observed at all areas. This observation suggests that computers may foster socialization in young children. Four pages of references conclude the document. (RH)

ED 270 235 PS 015 884

Gray, William M.; Rush, Mary Lou
Formal Operations and Social Relativistic Thinking.
PUB DATE- May 86
NOTE- 35p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986). Appended figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Cognitive Ability; *Cognitive Development; *Formal Operations; *Graduate Students; Higher Education; Perspective Taking; *Piagetian Theory; Problem Solving; Sex Differences; *Social Cognition; Social Problems; *Undergraduate Students
IDENTIFIERS- How Is Your Logic (Test); Livian Wars Task; Piagetian Tasks

W. M. Gray's "How is Your Logic?" a Piagetian-based, group-administered written test of cognitive development, and B. Leadbeater's Livian Wars Task, a formal operations-based, written, social-cognition problem were given to 348 college undergraduate and graduate students to investigate the impact of chronological age and amount of formal education on the development of formal operations and social-cognitive relativistic reasoning. Gray's test included 13 items, five measuring three concrete operations and eight items measuring four formal operations. At a minimum, the

Livian Wars Task required the use of various formal operations to successfully answer questions about a fictitious war between two neighboring countries. The task emphasized the relativity of thought necessary to adequately understand a complex social interaction (war) between two groups of people. The results indicated only weak evidence for changes in formal operations across ages and education, but social-cognition was affected by age and education. Social-cognition and formal operations were not related. (HOD)

ED 270 248 RC 015 753

Goodwin, H. L., Jr.; Thomas, John K.
An Analysis of Industrial and Occupational Structure of Non-Metropolitan Counties in Texas, 1960-1980.
PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the annual meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; Economic Change; Economic Development; Employment Opportunities; *Employment Patterns; Employment Statistics; *Industrial Structure; Migration Patterns; Population Distribution; Population Growth; *Population Trends; Rural Areas;

*Rural Development; Rural Urban Differences; *Trend Analysis
IDENTIFIERS- *Counties; Nonmetropolitan Areas; *Texas

Analysis of census data indicates major population, industrial, and occupational changes occurred in many of Texas' 254 counties from 1960 to 1980. While 103 counties experienced rapid population growth by both natural and migration, patterns of change were dissimilar. Population grew steadily in metropolitan counties over the two decades. Counties contiguous to metropolitan areas generally experienced consistent growth, while others grew primarily in the 1970's, or continued to lose population, thus supporting the "population turn-around." Absolute numbers of employed workers increased for metropolitan and decreased for urban- and rural-nonmetropolitan counties from 1960-1970, but from 1970-1980, increases were observed for all three county types (53.5%, 51.0%, and 38.8%, respectively.) Over the period, decreases in employment occurred for operative and farmer/farm worker occupations, while professional/technical/kindred, manager/administrator, and sales and clerical occupational employment increased. Farmer/farm workers decreased 54.1% in metropolitan counties, 64.2% in urban-nonmetropolitan counties, and 57% in rural-nonmetropolitan counties. The largest increase in occupational structure was for the sales category, up 35.1% in metropolitan counties, 61.2% in urban-nonmetropolitan counties, and 93.6% in rural-nonmetropolitan counties. These changes suggest the gradual evolution from agrarian dependent to multi-dimensional occupation structures associated with increased industrial diversification. A short list of references concludes the report. (NEC)

ED 270 040 HE 019 354

Education Statistics. A Pocket Digest.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-86-401
PUB DATE- 86
NOTE- 6p.; Small print throughout document.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *College Students; Degrees (Academic); Educational Attainment; *Educational Finance; Elementary School Teachers; *Elementary Secondary Education; *Enrollment Trends; Expenditures; Federal Aid; Financial Support; *Higher Education; High School Graduates; Private Colleges; Secondary School Teachers; State Colleges, Student Characteristics; Tuition; Two Year Colleges

Statistics on higher education and elementary/secondary education are presented, including data on enrollments, instructional staff, expenditures and revenues, federal funds for education, and degrees conferred. Data for school years 1970-71, 1975-76, 1980-81 and estimates for 1985-86, are provided on enrollments, instructional staff, and expenditures in public and private schools and colleges. For fiscal years 1980, 1982, 1983, and 1984, data are provided on federal funds for higher education, elementary/secondary education, and research at colleges. For school years 1970-71, 1975-76, 1980-81, and 1984-85 data are provided on: the number of public and private colleges including breakdowns for two- and four-year colleges; enrollment at two- and four-year public and private colleges; the number of full- and part-time college students; enrollments by sex and race; the number of senior instructional staff at two- and four-year colleges; the number of bachelor's, master's, doctor's, and first-professional degrees and degree awards to women; total expenditures of public and private colleges; current-fund expenditures and additions to plant value at public and private colleges; total revenues and sources of funds; and tuition and room and board fees at public and private colleges. Additional data on elementary/secondary education are included. (SW)

ED 270 054 HE 019 369

Chiropractic. New York State.
New York State Education Dept., Albany. Office of the Professions.
PUB DATE- Nov 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Allied Health Occupations; *Certification; Codes of Ethics; *Credentials; *Discipline Policy; Higher Education; State Agencies; State Boards of Education; State Legislation; *State Licensing Boards; *State Standards
IDENTIFIERS- *Chiropractors

A reference guide to laws, rules, and regulations that govern the chiropractic practice in New York State is presented. After an overview of professional regulation in the state, licensing requirements/procedures for chiropractors are described. Provisions of Title VIII, Articles 130 and 132, of the Education Law are also covered, along with regulations of the Commissioner of Education. Attention is directed to: admission to the profession; duration and registration of a license; regulation of the professions; state management; defining professional misconduct and proceedings for misconduct; and unauthorized acts that have criminal penalties, such as unauthorized practice. Rules of the Board of Regents cover disciplinary proceedings in the professions, licensing, determination of good moral character, and unprofessional conduct. Included is a U.S. and Canadian listing of accredited chiropractic educational programs with the date after which graduation is acceptable. A list of reference texts for the clinical competence examination, effective February 1, 1984, is presented, including authors and publishers. Guidelines for requesting transcripts from the National Board of Chiropractic Examiners are also provided, along with a sample request form. (SW)

ED 270 095 IR 012 113

Leonard, Rex; LeCroy, Barbara
The Instrument of the Future: Computers in Education.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Literacy; *Computer Software; Computer Uses in Education; Elementary Secondary Education; Futures (of Society); Instructional Innovation; *Microcomputers; *Skill Development; *Teacher Education; Technological Advancement
IDENTIFIERS- *Software Evaluation

Before computers will be able to fulfill their potential in education, two major challenges must be overcome--the lack of well-trained teachers and a lack of general knowledge about software and its capabilities. Teachers must acquire some computer literacy skills, including programming, word processing, materials generation and record keeping. In addition, they must be informed of microcomputer applications that are more specific to their discipline and how to integrate these applications into actual lessons. Ability to evaluate software programs is also important; and teachers should look for features that characterize good software, e.g., creativity, instructional objectives, content relevancy and appropriate grade level, screen formatting, adequate instructions, "user friendliness," feedback capabilities, motivational devices, technical quality, good documentation, and teacher utility. Software reviewing sources teachers can use include "The Educational Software Selector," "The Yellow Book of Computer Products for Education," and "The Survey of Early Childhood Software." Teachers training programs should produce educators with enough skills to use the microcomputer as a tool for instructional management, teaching, and classroom management. If educators are to prepare their charges for a place in society, then computers must be given a new place in the schools. Seven steps in evaluating software are listed as well as four references. (JB)

ED 270 206 PS 015 829

Adams, Brian
Training of Unskilled Child Care Providers: An In-House Program to Overcome Management's Financial Constraints.
PUB DATE- 86
NOTE- 106p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Child Caregivers; Classroom Observation Techniques; *Day Care; Early Childhood Education; Educational Objectives; *Inservice Teacher Education; Personnel Evaluation; Pretests Posttests; *Private Education; Questionnaires; *Staff Development; *Teacher Improvement; Tests

An in-house staff development program was designed and implemented for unskilled child caregivers employed at Tiny Tots Educare Academies, Inc., a privately owned and operated child care center located in Ellenton, Florida. Employees had little knowledge of child development and other topics related to early childhood education and, therefore, could not independently plan, prepare, and implement a total preschool curriculum. Inservice education classes were held for 3 hours two evenings per week for 10 weeks. Topics covered were child growth and development, curriculum design/learning environment, behavior management, the law and children, health and nutrition, classroom and program management, history and background, parental relations, safety and children, staff relations, first aid, and CPR. To help staff assimilate the information provided, an experienced, qualified child care professional was hired to advise, observe, and teach the participants after training. Results of the practicum study seem to indicate that management/ownership can effectively conduct a portion of their own inservice program. Trainees' posttest scores for cognitive outcomes were markedly higher than their pretest scores. No definite conclusion could be drawn about changes in trainees' professional attitudes or career and goal orientations. Related materials are appended. (RH)

ED 270 293 SE 046 438

Solar Energy and You.
Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.
REPORT NO.- DOE/CE-0093/1; FS-118
PUB DATE- Oct 85
NOTE- 5p.; For other bulletins in this series, see SE 046 433-441 and SE 046 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alternative Energy Sources; *Energy Education; *Heating; Intermediate Grades; Science Education; Secondary Education; *Solar Energy

This booklet provides an introduction to solar energy by discussing: (1) how a home is heated; (2) how solar energy can help in the heating process; (3) the characteristics of passive solar houses; (4) the characteristics of active solar houses; (5) how solar heat is stored; and (6) other uses of solar energy. Also provided are 10 questions to answer (based on the readings), five additional questions to answer (which require additional information), and information on how heat moves. (JN)

ED 270 354 SO 017 162

McNicoll, Geoffrey
Consequences of Rapid Population Growth: An Overview. World Bank Staff Working Papers No. 691 and Population and Development Series No. 16.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0454-2
PUB DATE- 84
NOTE- 127p.; For related documents, see SO 017 156-157; SO 017 160-161; SO 017 163-164; SO 017 192.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC. 20433.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attrition (Research Studies); Birth Rate; *Demography; Economic Factors; Overpopulation; Population Distribution; Population Education; *Population Growth; *Population Trends; Technological Advancement; Trend Analysis
A systematic discussion of the consequences of rapid population growth for economics and social systems examines growth resulting from mortality decline in the absence of comparable fertility decline. Growth resulting from net migration is also considered. The background and rationale for the study are supplied in a brief introduction. Part 2 discusses the demography of rapid population growth in terms of effects on population size, age structure, kinship frequencies, and social group composition. Part 3 investigates population growth effects on the economy, chiefly its effects on technological change, capital formation, and labor absorption. Part 4 briefly explores the consequences for social and political organizations, administrative systems, and international consequences. Part 5 examines individual-level and distributional consequences. The final section considers some of the issues involved in valuing alternative population growth trajectories, given agreement on the factual implications of growth for the economy and society in a particular setting. (Author/RSL)

ED 269 971 FL 015 710

Davies, Norman F.

Language Acquisition, Language Learning and the School Curriculum.
PUB DATE- 80
NOTE- 9p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Language Acquisition; Language Research; Language Skills; *Listening Comprehension; *Reading Comprehension; *Receptive Language; Second Language Learning; *Teaching Methods; Vocabulary Development

Although the constraints of time and environment under which most language learning is done mean that a natural language situation can never be reproduced in school, many of the findings from first language acquisition studies apply to second language (L2) learning. This would mean therefore that instead of stressing speaking in a beginning L2 class, the curriculum would be firmly based on receptive skills and that adequate meaningful exposure to the language would precede any attempt to train productive skills. As receptive skills are developed, a more prominent role would be given to developing and testing skills in fluency, appropriateness, and accuracy. The student would be kept continually active in the comprehension of a rich linguistic environment and in the creation of meaningful utterances, which are the primary means of language acquisition. (MSE)

Defoe, Tracy A.
English as a Second Language Teachers and Culture: An Interview Study of Role Perceptions.
PUB DATE- 86
NOTE- 151p.; Master's Thesis, University of British Columbia.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; Community Colleges; Cultural Context; *English (Second Language); Foreign Countries; *Intercultural Communication; Interviews; *Language Teachers; *Role Perception; Surveys; *Teacher Role; *Teacher Student Relationship; Vocational Education
IDENTIFIERS- British Columbia (Vancouver)

This study reports a survey of 35 teachers of English as a second language in general, vocational, and academic preparation programs in a British Columbia community college, which used ethnographic interviews to study teachers' perceptions of their role as mediators of culture in the classroom. Four dimensions of a teacher's cultural role were specifically addressed: being an example, explaining and interpreting, teaching interculturally, and listening and helping (being a friend). Findings indicate a range of teacher viewpoints on each dimension. On the dimension of "being an example," viewpoints ranged from willing acceptance of that role to denial; most simply acknowledged the function. All respondents reported various degrees of explaining and interpreting Canadian culture. The amount of time spent and the extent of the explanation depended on student language level, teacher willingness to stray from the planned lesson, and the immediate social situation. Teachers perceived that the function of teaching interculturally and confronting conflicts depended on their view of the students and the program type in which they were involved; those working with the most recently arrived and least fluent were the most likely to confront bigotry in the classroom. On the dimension of listening and helping, teacher response ranged from substantial involvement with to lack of awareness of students' personal problems, with most teachers at least approached by students. A six-page bibliography concludes the document. (MSE)

ED 270 014 HE 019 327

Sorcinelli, Mary Deane
Sabbaticals and Leaves: Critical Events in the Careers of Faculty.
SPONS. AGENCY- Indiana Univ., Bloomington.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association, (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; *College Faculty; *Faculty Development; Faculty Promotion; Higher Education; Job Satisfaction; Personnel Policy; Questionnaires; *Released Time; *Sabbatical Leaves; *Teacher Attitudes
IDENTIFIERS- *Indiana University Bloomington

Views of 112 college faculty about sabbaticals and leaves were studied at Indiana University. Attention was focused on: the extent to which sabbaticals and leaves were important to faculty careers and the benefits of these opportunities; factors that constrain professional growth; and the university's role in providing opportunities that rejuvenate faculty. Full professors, associate professors, and assistant professors from the humanities and natural sciences departments and two professional schools were administered interviews and questionnaires. Seventy-two percent of the sample were male, and 28% were female. Interviews and questionnaires provided information on career choices, opportunities/constraints, transitions and aspirations, interests, preferences, incentives, job satisfaction, and life satisfactions. The critical career events were linked to role and status changes and formal opportunities for professional development. Faculty agreed that opportunities to learn new things and to take on new challenges and responsibilities were essential to maintaining faculty vitality. Respondents identified a relationship between sabbaticals and leaves and advancement or redirection in the career. More flexibility in leave and sabbatical procedures was recommended by respondents. Questionnaires are appended. (SW)

Conference on Resource Sharing in Southern and Central Africa (Dar-es-Salaam, Tanzania, December 16-19, 1985). Final Report.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/PPS/TANZ/2; PGI-86/WS/8
PUB DATE- Feb 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Interlibrary Loans; International Organizations; *Library Cooperation; Library Networks; *Library Planning; Program Descriptions; *Shared Library Resources
IDENTIFIERS- Africa (Central); Africa (South); Information Policy; UNESCO

This document summarizes the activities of a conference held at the Institute of Finance Management in Tanzania on information resource sharing in Southern and Central Africa. Delegates and observers from Lesotho, Swaziland, Mozambique, Botswana, Zimbabwe, Malawi, Zambia, and Tanzania attended the conference. The 15 participants, 8 sponsored by Unesco and 6 by the Canadian International Development Research Centre (IDRC), were senior library and information personnel involved and experienced in resource sharing, library cooperation, and networking in Southern and Central Africa. Following an introduction, this final report summarizes the opening remarks; the present situation in resource sharing; country reports presented by representatives of each participating country; reasons for sharing resources; schemes for resource sharing, including interlibrary lending, centralized and shared cataloging, bibliographic control, staff exchange, and cooperative acquisitions and storage; tools for resource sharing; planning of resource sharing; development of a national information policy; and recommendations and plans of action at the national, regional, and international levels. A conference schedule, list of participants, and directory of the national focal points and national information committees of Unesco (United Nations Educational, Scientific and Cultural Organization) are included. (THC)

ED 270 150 JC 860 286

Watson, Rollin J.
The Faculty of Dissent: An Administrative Perspective on the
Humanities.
PUB DATE- 82
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Education; Administrator Role; *College
Faculty; Curriculum; *Educational Change; Educational Objectives;
*Humanities; Intellectual Disciplines; Intellectual History;
*Liberal Arts; Relevance (Education); Teacher Attitudes

Since the rise of science and technology in the latter part of the last century, teachers in the humanities have experienced extreme pressure to justify the place of the humanities in a progressive, scientifically oriented culture. Critics have termed humanists variously as elitist, because they concern themselves with moral priorities rather than with epistemological or political ones; backward-looking, since history is at the core of the humanities; withdrawn from society, since humanists do not produce results with immediate social consequences; and scientifically suspect, since the humanities use intuition and judgment as tools of inquiry. In their efforts to answer the criticism and defend their place in higher education, humanities faculty have made a number of individual and collective mistakes. They have sought, with questionable success, to emulate scientific paradigms and methodologies. Then, working even harder to make their suspect methodologies respectable, they have removed anything resembling fun from the educational process. They have attempted to answer criticism about the lack of relevance of the humanities to the vocational orientation of modern majors by defending their disciplines as if they were "eternal verities"; by making excessive claims for the humanities as if they could provide conclusive answers; by making inappropriate attempts to "vocationalize" the humanities; and by flooding the curriculum with Black Studies, Women's Studies, Indian Studies, etc., which in spite of many well-planned and well-taught courses, did not last and brought down the standards which the humanities were so anxious to maintain. Submerged in the wave of practicalism that has characterized higher education for the past decade, the humanities are indeed in disarray. Administrators can help take the stress off the humanists by placing primary emphasis on the validity of their teaching; by reaffirming the quintessential value of the humanities in higher education; and by celebrating the "faculty of dissent" which provides a necessary balance for the prevailing myth of objective consciousness. (AYC)

ED 270 190   JC 860 331

Sinnot, Judith A., Ed.; And Others
Gittinger Assessment Center: An Institute for Human Development at Hocking Technical College. Publication No. 1: An Introduction to the Center.
Hocking Technical Coll., Nelsonville, OH.
PUB DATE- Jan 86

NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Counseling Services; Diagnostic Tests; *Educational Testing; *Personality Assessment; Program Descriptions; School Business Relationship; Technical Institutes; *Testing Programs; Two Year Colleges; Vocational Aptitude; Vocational Evaluation

The Gittinger Assessment Center (GAC) at Hocking Technical College is a psychological service unit whose thrust is to provide educational testing, individual counseling, and tutorial assistance to enhance the learning process. Students' academic, personal, and social needs are identified through an individualized assessment process, which serves as the basis for individualized student development prescriptions. This report provides an introduction to the GAC and its services. After a general description, the GAC's services to business/industry are discussed, including information on the value of personality assessment in the workplace and the GAC's role in providing assessment and teaching others to set up their own assessment centers. The next sections: (1) describe GAC's Personality Assessment System (PAS), the principal instrument by which personality information is gathered; (2) explain Gittinger's Personality Descriptive System, including its intellectual variable, mechanical procedural variable, and social variable components; (3) elaborate on externalizer-internalizer variables; (4) offer sample PAS profiles; (5) explain the Myers-Briggs Type Indicator (MBTI) and offer sample MBTI profiles; (6) offer information on the Canfield Learning Style Preferences Inventory; and (7) present brief descriptions of the diagnostic placement tests used in the GAC (i.e., the Nelson-Denny Reading Test, the Diagnostic Writing Sample, and the Career Planning Program). A resource guide to GAC videotapes is appended. (EJV)

ED 270 278 RC 015 788

Torres, Eliseo
The Folk Healer: The Mexican-American Tradition of Curanderismo.

REPORT NO.- ISBN-9612008-1-2
PUB DATE- 84
NOTE- 65p.; For related document, see RC 015 789.
AVAILABLE FROM- Nieves Press, P.O. Box 2205, Kingsville, TX 78363
($4.95 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cultural Background; *Folk Culture; *Hispanic American Culture; Medical Services; *Medicine; Mexican American History; *Mexican Americans; Traditionalism
IDENTIFIERS- *Curanderismo; Fidencio (Nino); *Folk Medicine; Jaramillo (Don Pedrito); Mexico; Traditional Healing; Urrea (Teresa)

The book explains for the general reader the history and present practice of curanderismo--Mexican American folk healing practices--and gives biographical sketches of three famous nineteenth century folk healers--Don Pedrito Jaramillo, Nino Fidencio, and Teresita Urrea. Characteristics and training of curanderos, or healers, are discussed and the specialties within curanderismo are explained. Eleven common ailments and symptoms treated by curanderos, rituals used, and folk beliefs dealing with everyday occurrences are described. Sketches of the three folk healers illustrate biographical chapters which recount legends and current practices of their followers as well as biographical information. Modern curanderos are described and their place in the Mexican American community explored. An annotated bibliography listing 10 books about curanderos is included. (LFL)

ED 270 324 SE 046 628

McCormick, John
Acid Earth--The Global Threat of Acid Pollution.
International Inst. for Environment and Development, Washington, DC.
REPORT NO.- ISBN 0-905347-61-7
PUB DATE- 85

NOTE- 192p.
AVAILABLE FROM- Earthscan Washington, 1717 Massachusetts Ave., NW, Washington, DC 20036 ($6.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Conservation (Environment); Developing Nations; Ecology; Environmental Education; Environmental Standards; Global Approach; International Cooperation; *Physical Environment; *Pollution; Quality of Life; Science Education; *World Problems
IDENTIFIERS- *Acid Rain; *Environmental Problems

Acid pollution is a major international problem, but the debate it has elicited has often clouded the distinction between myth and facts. This publication attempts to concerning the acid pollution situation. This publication attempts to identify available facts. It is the first global review of the problem of acid pollution and the first to comprehensively examine the potential for acid pollution in developing countries. Specific topic areas addressed include: (1) the chemistry and formation of acid pollution; (2) acid damage (identifying the impacts on forests, plants and crops, lakes, rivers and fish, human health, and building corrosion); (3) acid pollution reduction and control (reviewing management strategies); (4) international implications (evaluating the political considerations and control agreements); and (5) individual country profiles (outlining the position and conditions of acid pollution in 39 key countries). (ML)

ED 270 339 SO 017 067

Introduction to State Programs.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Oct 85
NOTE- 30p.

AVAILABLE FROM- Public Affairs Office, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Washington, DC 20506.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Federal Programs; Federal State Relationship; *Humanities; *State Programs
IDENTIFIERS- *National Endowment for the Humanities

Designed to provide an overview of programs offered by state humanities councils, this publication is divided into seven sections. An introduction defines the humanities and outlines the Division of State Programs within the National Endowment for the Humanities (NEH). A section entitled "The State Humanities Councils" presents the history, purpose, funding, and council members' responsibilities in the state councils. In the next two sections, the services provided by the Division of State Programs of NEH and the rationale, criteria, and process of review of state programs by NEH are discussed. A section entitled "Special Awards and Opportunities" describes merit awards, council-conducted projects, exemplary projects in the humanities, and the National Federation of State Humanities Councils. Concluding sections list the staff of the NEH Division of State Programs, give important dates in the Division of State Programs, provide a directory of state humanities councils, and list other NEH programs. (LP)

Tierney, William G.
The Cultural Context of Time Management in Higher Education.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 26p.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Case Studies; *College Administration; *College Environment; *Cultural Context; Decision Making; Higher Education; *Organizational Climate; Sociocultural Patterns; *Time Management; Time Perspective

Effective management of time is described from a cultural viewpoint, using examples from four case studies based on a one-year research project on college and university decision-making. Three dimensions of time in colleges and universities are important: formal/informal; historical; and seasonal/ceremonial. The environment, external constituencies, historical traditions, and participants all influence organizational time. The concepts of formal and informal uses of time can be illustrated by a president's "open door" policy and the formalized procedures of a unionized faculty. Historical time places present actions in the context of the organizational past. Seasonal and ceremonial time generates activities that demand administrative awareness of the culture. Time can be viewed as a critical element in an organization's socially constructed reality. The view accounts for how society affects change and how the inner processes of the organization focus time within larger spheres. Institutional conflict can be precipitated by different frames of time being in tension with one another (e.g., a traditionally slow-changing institution can come into conflict with a rapidly changing environment). It is concluded that managers who assess their colleges from a cultural viewpoint can better understand how to effectively manage time. (SW)

Mingle, James R.; Walker, Catherine

State Incentive Programs for Graduate Education: A Survey of the States.

State Higher Education Executive Officers Association.

PUB DATE- Dec 85
NOTE- 27p.
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - General (130)
DESCRIPTORS- *College Faculty; Economic Climate; Economic Development; *Financial Support; Government School Relationship; *Graduate Study; Higher Education; *Incentives; National Surveys; Private Financial Support; Research; *School Business Relationship; School Community Relationship; State Aid; *State Programs; Technology Transfer

Results of a survey of the states to determine state incentive programs for graduate education are presented. Attention is directed to three types of initiatives that are receiving special attention in the states: (1) programs to endow faculty chairs (eminent scholars program); (2) funding for special program initiatives or "centers of excellence"; and (3) initiatives to promote applied research centers or other types of business-university linkages. For each state, efforts in three types of incentive programs are described. The eminent scholars program, which is a relatively new development, is designed to provide permanent sources of funds that can be used to attract and retain outstanding faculty for major state universities. This has been done through incentive programs that usually match private giving dollar for dollar with state funds. Targeted state support for centers of excellence is often aimed at promoting state economic development in certain fields, but has also been targeted to other objectives such as improving teacher education programs. State programs to enhance applied research activities and to strengthen higher education-business linkages have diversity in design and are often tailored to the particular economic structure and climate of the region. (SW)

ED 270 082 IR 012 083

Thorpe, Kenneth E.
Cable Television, Market Power and Regulation.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand-P-7095-RGI
PUB DATE- Jun 85
NOTE- 102p.; Original version was prepared as Ph.D. Dissertation, The Rand Graduate Institute.
AVAILABLE FROM- Rand Corporation, 1700 Main Street, PO Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cable Television; Competition; *Federal Regulation; *Government Role; Programing (Broadcast); Tables (Data); Technological Advancement; Telecommunications
IDENTIFIERS- *Market Analysis

The goals of this dissertation are to provide an empirical examination of the impact of competing technologies on cable television firms and to document existing pricing behavior in the cable and pay programming industry. The introduction provides a brief overview of the cable television industry, including the impact of cable on federal policy goals and of federal regulations on cable operators. Chapter 2 summarizes the present structure of cable television regulation by discussing franchise fees, rate regulation, ownership restrictions, regulatory parity, franchise renewal, and mandated lease access. Federal policy goals and how they are impacted by the economic structure of the video industry are documented in Chapter 3. Chapter 4 discusses the evolving price structure in the cable industry and its implications for federal policy goals. Chapter 5 provides an empirical examination of the impact of competing technologies on the cable television industry, and Chapter 6 presents conclusions and policy implications. Appendices contain an explanation of the modelling approaches utilized in the text and six data tables; a bibliography is included. (JB)

ED 270 163 JC 860 303

Murray, Jeannette
Women and Apprenticeship in Hawaii: Opportunities in Nontraditional Occupations.
Honolulu Community Coll., Hawaii.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Apprenticeships; Demand Occupations; Employed Women; Employment Opportunities; Equal Opportunities (Jobs); *Females; *Job Training; *Nontraditional Occupations; Recruitment; *Skilled Occupations
IDENTIFIERS- *Hawaii

Apprenticeship training programs in Hawaii offer an effective means for men and women to attain skills necessary for productive work. Hawaii's two sources of apprenticeship training are the Apprenticeship Division of the Hawaii Department of Labor and Industrial Relations and Pearl Harbor Naval Shipyard (PHNS). Despite the efforts of these programs to change employment policies in compliance with federal regulations, only a limited number of women apprentices are in Hawaii's workforce. To increase women's participation in apprenticeship, the Apprenticeship Division implemented recruitment practices at the secondary and postsecondary school levels and developed a series of promotional materials pertaining to women's participation in the programs. The PHNS has a federally funded apprenticeship program, which, through the Federal Women's Program, organizes recruitment efforts such as career fairs, visits to high schools and community colleges, and information dissemination. In spite of these activities, in 1984, only 6.9% of the state-registered apprentices and, in 1982, 9.5% of the PHNS apprentices were women. Reasons for the lack of women in apprenticeship programs include a historic lack of exposure to certain kinds of nontraditional work; job stereotyping; the prestige associated with white collar or professional occupations; and the stigma attached to nontraditional undertakings. While the progress is slow in the transition from traditional to nontraditional work roles, the opportunities for increased pay, job security, and advancement accorded through the apprenticeship programs are being recognized by women who are not deterred by the demands of physical labor or stereotypical work attitudes. (RO)

ED 270 221 PS 015 855

Pace, Ann Jaffe

The Ability of Third, Fifth, and Seventh Graders to Understand and Apply a General Problem-Solving Heuristic Scheme.

PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Comprehension; Elementary Education; *Elementary School Students; Grade 3; Grade 5; Grade 7; *Heuristics; Performance Factors; *Problem Solving; *Recall (Psychology)

This study assessed the ability of third, fifth, and seventh graders to learn a problem-solving heuristic scheme and apply it to grade-appropriate tasks. A framework was utilized that focused on metacognitive aspects of task performance such as planfulness, strategy selection, monitoring, and evaluation. It was expected that use of the scheme would require a degree of reflection about one's own thought processes that might be unavailable to younger students. A football analogy was developed to represent five steps in the problem-solving scheme, with each step associated with an appropriate question. A total of 10 students in each grade were taught the steps and shown how to apply them in everyday situations, concrete puzzles, and reading tasks. They were scored on their ability to remember the steps and use them with other reading passages, both immediately and at a follow-up session two weeks later. It was found that seventh graders could remember the problem-solving steps at follow-up better than the younger students could and were better able to use the scheme in the independent reading tasks. It was concluded that seventh graders, at least, could learn to apply such a scheme to a variety of academic tasks. (Author/RH)

ED 270 236 PS 015 977

Bennett, William J.
First Lessons. A Report on Elementary Education in America. By the U.S. Secretary of Education.
Department of Education, Washington, DC.
PUB DATE- Sep 86
NOTE- 103p.; Assistance in the preparation of this report was provided by the Elementary Education Study Group (the report lists the 21 members).
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00259-1--$4.25).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Role; *Curriculum Development; *Educational Improvement; *Elementary Education; Elementary School Curriculum; Elementary School Teachers; Parent Role; Parent School Relationship; Principals; *School Policy; School Role; Teacher Role
IDENTIFIERS- Elementary Education Study Group; *Excellence in Education; Year of the Elementary School

Aided by a 21-member Elementary Education Study Group, the Secretary of Education has prepared the first comprehensive report on elementary education in the United States in more than three decades. The report finds America's elementary schools in pretty good shape, and states that they do their job especially well in the early grades, only beginning to falter around the fourth grade. The report provides a detailed discussion of the current condition of elementary education in the United States and makes specific recommendations about how the elementary school can be improved through state and local initiatives. The discussion identifies the characteristics, habits, curricula, and spirit that constitute better schools, regardless of geographic setting or socioeconomic conditions. Asserting that the best way to improve elementary education is to improve parent-school relationships and to support parents' efforts to teach their children, Chapter I discusses characteristics of children in modern society, and the roles and responsibilities of parents, schools, and the community in strengthening elementary education. Chapter II makes specific recommendations for establishing a common elementary curriculum for all students. Particular attention is given to reading, writing, mathematics, science, social studies, the arts, foreign languages, health and physical education, computers, and libraries. Advocating the deregulation of the principalship and the need for teacher professionalism, Chapter III discusses the principal's role as instructional leader and the empowerment, preparation, and certification of teachers. Chapter IV sets out school policy issues for school boards, superintendents, and state legislators to consider, including academic standards for all children to meet, financial support for elementary schools, student discipline, drugs, class size, the role of parents in educating preschool-age children, kindergarten, special education, gifted children, textbooks, and language-minority children. Chapter V provides several vignettes of innovative elementary school programs and reiterates the need for excellence in elementary schools. A Department of Education news release (dated September 2, 1986) and an address by Secretary Bennett to the National Press Club on the same day, both pertaining to "First Lessons," have been appended to the report. (RH)

ED 270 263 RC 015 769

Dr. Charles Alexander Eastman, Sioux Physician-Author, 1858-1939. With Teacher's Guide. Native Americans of the Twentieth Century.

Minneapolis Public Schools, Minn.

PUB DATE- 79
NOTE- 19p.; For other titles in this series, see RC 015 765-774.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian History; *American Indians; American Indian Studies; Authors; Biographies; Career Awareness; Cultural Awareness; Elementary Education; *Learning Activities; *Physicians; Resource Materials; *Role Models
IDENTIFIERS- *Eastman (Charles Alexander); Minnesota; *Sioux (Tribe)

A biography for elementary school students of a 19th century American Indian physician and author, Charles Alexander Eastman (Sioux), includes photographs of Dr. Eastman and his wife. A teacher's guide following the bibliography contains information on the Sioux Uprising of 1862 and the Wounded Knee Massacre, learning objectives and directions for teachers, suggested activities and worksheets, a vocabulary list, resource list, and an evaluation checklist. (LFL)

ED 270 310 SE 046 607

Geigel, Joan; And Others
Projectile and Circular Motion: A Model Four-Week Unit of Study for a High School Physics Class Using Physics Courseware.
North Carolina State Univ., Raleigh. Dept. of Physics.
PUB DATE- Sep 85
NOTE- 62p.
AVAILABLE FROM- North Carolina State University, Department of Physics, Box 8202, Raleigh, NC 27695-8202 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; High Schools; *Learning Modules; *Motion; *Physics; Satellites (Aerospace); *Science Activities; Science Education; *Science Instruction; Secondary School Science; Units of Study

A self-paced program designed to integrate the use of computers and physics courseware into the regular classroom environment is offered for physics high school teachers in this module on projectile and circular motion. A diversity of instructional strategies including lectures, demonstrations, videotapes, computer simulations, laboratories, and small group discussions are employed in the four-week plan for the unit. Suggestions for instruction include: (1) description of materials and equipment (emphasizing the role of the Apple II microcomputer in instruction); (2) flow sheet (diagramming instructional options and procedures); (3) materials list (indicating relevant textbooks, courseware, videotapes, and film loops); (4) student learning objectives outline (stating desired behaviors related to projectiles, circular motion, satellites, and the solar system); (5) lesson plan (providing a list of 39 activities for a period of 17 school days); (6) grading suggestions (advocating opportunities for student recognition); (7) hints on use of computers (offering suggestions for classroom management); (8) self-paced consideration (discussing class size, scheduling and teacher monitoring); (9) field test conclusions (containing the student evaluation form and results); and (10) student worksheets (including all activities, quizzes, and information sheets as well as an article from "NASA Facts" (March, 1981) concerning the shuttle era. (ML)

ED 270 000 HE 019 177

Topor, Robert S.
Institutional Image: How to Define, Improve, Market It.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-242-X
PUB DATE- 86
NOTE- 80p.
AVAILABLE FROM- CASE Publication Order Department, 80 South Early Street, Alexandria, VA 22304 ($18.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attitudes; *College Environment; Guidelines; Higher Education; *Institutional Advancement; Institutional Research; *Marketing; Publicity; *Public Opinion; Public Relations; *Reputation; *School Community Relationship; Surveys
IDENTIFIERS- *Institutional Image

Advice for colleges on how to identify, develop, and communicate a positive image for the institution is offered in this handbook. The use of market research techniques to measure image is discussed along with advice on how to improve an image so that it contributes to a unified marketing plan. The first objective is to create and communicate some positive common image ideas appropriate to all audiences, as well discrete images for different target audiences, including: current and prospective students, faculty, staff, alumni, parents, the media, the community, legislators, and donors. The four ingredients of image building are covered: research, recognition, repetition, and recollection. Also considered are: who should be involved in building an image, positioning an institution among its competition, and implementing a marketing plan? Suggestions to successfully market the institution include: understanding the image evoked by the school's name, and clarifying the hierarchical structure of the school and how each subunit can maintain separate identify while contributing to the parent institution's identity. The college needs to determine whether current staff or outside sources should be engaged to build institutional image. Another factor is building image around the comparative differential advantage of the institution. A glossary and bibliography are included. (SW)

Bibliography of Available Literature Relating to the Recognition of Studies, Diplomas, and Degrees and to International Mobility in Higher Education.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

PUB DATE- May 85
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- College Admission; College Graduates; *College Programs; College Students; *Comparative Education; *Degrees (Academic); *Educational Certificates; *Foreign Students; Higher Education; *International Educational Exchange; International Organizations; National Organizations
IDENTIFIERS- *UNESCO

International mobility and the recognition of studies, certificates, diplomas, and degrees in higher education are addressed in a UNESCO bibliography. National bodies that are concerned with recognition of higher education studies and diplomas/degrees are listed for 37 countries of UNESCO's European Region. An index of the literature by country and a subject index are included. The 1,064 publications cover: general literature on higher education; major national literature relevant to the recognition of studies and credentials in countries of the European Region; statistical data on higher education and mobility; literature on juridical, administrative, and academic aspects of recognizing studies and credentials; admission criteria; curricula, course design/content, and comparability of studies and competencies; national and international bodies dealing with international mobility and recognition of studies/credentials; implications of mobility (political, economic, social, psychological, and cultural); problems related to studies and research abroad (academic, performance, counseling, adaptation problems); and problems related to return to the country of origin. An overview of the bibliography, the topics, and UNESCO provisions concerning the exchange of information is included. (SW)

ED 270 055 HE 019 370

Ewell, Peter T.
Effectiveness Information and Institutional Change: An Exploratory Analysis.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 85
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Strategies; *College Instruction; *Decision Making; *Educational Assessment; Higher Education; *Information Utilization; Institutional Characteristics; Organizational Climate; *Outcomes of Education; Undergraduate Study

Factors that affect the implementation of information-based improvements in college instruction and decision-making are considered, based on a conceptual scheme for comparing information-based change efforts. Based on a student outcomes project, eight brief case studies of public colleges illustrate different patterns leading to successful use of assessment information to induce change. Obstacles for using effectiveness information are identified, along with the broad role of information in college decision-making. To assess information-based change efforts, the following types of variables are important: the structure and process of institutional decision-making; the use of information in decision-making; and strategies employed to induce change based on assessment information. Specific variables include: institutional type and mission, school size, array of programs, locus of decision-making; resource flexibility, the quality and extent of available information, pressure for information use by top administrators, utilization of unit resources, and the integration of the change effort with ongoing activities. Appended are interview questions used in the National Center for Educational Management Systems Student Outcomes Project, along with a description of the format for reporting campus activities. Eight pages of references conclude the report. (SW)

Dwyer, Paul F.
Oversight of OSHA with Respect to Video Display Terminals in the Workplace. A Staff Report for the Subcommittee on Health and Safety of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (August 1985).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 85
NOTE- 94p.; Serial No. 99-A. Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Legislation; *Hearings; *Labor Standards; Microcomputers; *Occupational Safety and Health; Radiation; Tables (Data); Technological Advancement; *Work Environment
IDENTIFIERS- Congress 99th; *Health Hazards; *Video Display Terminals

Drawing on testimony presented at hearings before the Subcommittee on Health and Safety of the House of Representatives conducted between February 28 and June 12, 1984, this staff report addresses the general topic of video display terminals (VDTs) and possible health hazards in the workplace. An introduction presents the history of the development of VDTs and summarizes current scientific knowledge about VDT, with emphasis on the fear of radiation exposure. Figures are used to illustrate both how a VDT works and how VDT radiation is measured. Reproductive hazards from VDTs are discussed, including results of three surveys (Newspaper Guild-Mount Sinai, 9 to 5, and Canadian Scientists) and a proposed study by the National Institute for Occupational Safety and Health (NIOSH). Remarks are also included from (1) witnesses from various labor organizations--9 to 5, the Service Employees International Union, the Communications Workers of America, and the Newspaper Guild--speaking for employees who use VDTs; (2) witnesses representing employers and business equipment manufacturers; and (3) a group of witnesses representing various aspects of the health professions. Findings and conclusions are followed by extensive appendices, which include: a witness list; a synopsis of testimony by various witnesses before the subcommittee; remarks on video display terminals and ELF/VLF (extra low frequency/very low frequency) electromagnetic fields; data on human factors standards for visual display units and the design of work stations, display packaging characteristics, display image characteristics, and lighting and reflectance; and a transcript of a demonstration of instruments for measuring radiation that was presented before the subcommittee by representatives of the American Newspaper Publishers Association. (JB)

ED 270 177 JC 860 318

Keyser, John S.; Rowray, Richard D.
Toward Mastery Leadership in Student Development Services: Summary Report of a Colloquium Held at Traverse City, Michigan, July 1985.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; Community Colleges; *Leadership Training; Management Development; *Professional Development; *Program Administration; Student Development; Student Personnel Services; *Student Personnel Workers; Two Year Colleges

This summary report presents a synthesis of discussions at a national colloquium on "Mastery Leadership in Student Development Services," sponsored by the American College Testing Program and the National Council on Student Development. Following introductory material on the colloquium, "Beyond Management to Leadership," by John S. Keyser, this report explores the difference between management and leadership, maintaining that the scientific study of leadership has been a neglected topic in graduate schools, which prepare most students to manage but not to lead. Keyser calls for a concern with "holistic leadership," that is, a synthesis of doing and defining and creating and anticipating. Next, in "Building and Maintaining Trust," Keyser encourages student development professionals to take the lead in managing trust, and suggests five trust-building strategies. "The Deployment of Self," by Richard D. Rowray, stresses the importance of self-leadership and self-management, concluding from interviews with exemplary admissions and guidance services officers that outstanding leadership is accompanied by high levels of positive self-regard. The final sections present position papers resulting from the 1985 colloquium and its predecessor: "1985 Traverse City Statement: Toward Mastery Leadership in Student Development Services" and "1984 Traverse City Statement: Toward the Future Vitality of Student Development Services." (RO)

ED 270 207 PS 015 830

Alexandra, Celene A.
Training Elementary Teachers To Use Music Therapy Activities for Social Skill Promotion.
PUB DATE- 85
NOTE- 133p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Elementary School Teachers; *Humanistic Education; *Inservice Teacher Education; *Interpersonal Competence; *Music Therapy; Remedial Instruction; Self Concept; Special Education; Stress Variables

The purpose of this practicum was to train 20 elementary teachers to do therapeutic music activities designed specifically to promote social skills in elementary school children. A five- part seminar series was presented over a 10-month period. The goals of the practicum were (1) to improve the teachers' knowledge of intervention techniques and music therapy; (2) to expand the teachers' ability level to include the application of music activities for teaching, remediating, and practicing social skills; and (3) to promote teachers' awareness of the emotional impact of these highly sophisticated yet simple activities. Central to reaching these goals was the necessity of making teachers competent, comfortable, and confident in providing their students with structured opportunities to learn and practice pro-social/affective skills. The instructional strategy guiding the seminars was primarily experiential, that is, learning through doing. Evaluation data suggested that the practicum was successful. (RH)

ED 270 249 RC 015 754

Knapp, Edward K.
The Need for Social and Psychological Research in Development.
PUB DATE- Aug 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Developing Nations; Developmental Programs; Foreign Countries; Modernization; *Psychological Needs; Psychological Studies; *Research Needs; *Rural Development; Rural Environment; Rural Population; *Social Change; Social Science Research
IDENTIFIERS- *Africa (Central); *Impact Studies

Efforts related to rural development, observed in central Africa, focus on the physical with little concern for social and psychological change. Highly funded programs, including those sponsored by the United States, are providing roads, markets, schools, public buildings, etc., and the lifestyles of the native population reflect these improvements. Often the social impact is negative and development suffers. Irregularities in emphasis produces the greatest single development restraint. A more balanced approach to development which incorporates social and psychological research is needed. A logical sequence of socio-psychological research as applied to development would include: prior to introduction of change stimuli, (1) a benchmark descriptive survey revealing demographic, socio-cultural, and socio-psychological dimensions; and (2) a survey--on a selected regional basis--yielding data pertinent to selection of change methodology; and, during the period of change, (3) semiannual updates of steps 1 and 2; (4) constant efforts to identify developing social problems; (5) periodic assessment regarding achievement of development goals, including analysis of the effectiveness of the diffusion process; (6) regular testing of the change methodology to provide basis for continuing/choosing alternative approaches; and (7) hypotheses testing using the more basic and resource-consuming style of research. (NEC)

ED 270 294 SE 046 439

Climate Fundamentals for Solar Heating.

Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.

REPORT NO.- DOE/CE-0104; FS-122
PUB DATE- Jan 85
NOTE- 6p.; For other bulletins in this series, see SE 046 433-441 and SE 046 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alternative Energy Sources; *Climate; *Energy Education; *Heating; Intermediate Grades; Science Education; Secondary Education; *Solar Energy

The design of any solar heating system is influenced heavily by climate; in this bulletin, information on climate as related to solar heating is as related to solar heating is provided. Topics discussed include: (1) solar radiation; (2) degree days; (3) climate and calculations which make use of solar radiation and degree days; and (4) microclimate. Also included are two methods for calculating solar energy, sources of climatic information, and other sources of information. (JN)

ED 270 325 SE 046 630

Hanna, Gila; Kuendiger, Erika

Differences in Mathematical Achievement Levels and in Attitudes for Girls and Boys in Twenty Countries.

Ontario Inst. for Studies in Education, Toronto.; Windsor Univ. (Ontario).
PUB DATE- Apr 86
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Females; *Foreign Countries; International Educational Exchange; *Mathematics Achievement; Mathematics Education; Secondary Education; *Secondary School Mathematics; *Sex Differences; *Student Attitudes
IDENTIFIERS- Mathematics Education Research

An assessment of sex-related differences in mathematics achievement and related attitude variables of 13-year-old students from 20 different countries is presented in this study. The analyses of student achievement were based on pretest and posttest data from seven of the participating countries and a single-test condition from the remaining 13 countries. Data were obtained from items which addressed the areas of arithmetic, algebra, geometry, measurement, and statistics. An extensive questionnaire, which also contained five subscales, was used to measure student attitudes toward mathematics. The subscales focused on: (1) mathematics as process; (2) home support; (3) mathematics and society; (4) mathematics and myself; and (5) gender stereotyping. The pattern of achievement results indicated that girls were more successful than boys in Belgium, Thailand, Finland and Hungary but least so in France, Nigeria, Israel, and the Netherlands. With regard to attitude measures, the largest differences between countries and sexes occurred for the scale, gender stereotyping. Summaries are provided in table and graph form. (ML)

Elementary Fine Arts: Alaska Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 85
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Curriculum; Curriculum Guides; Dance; *Dance Education; *Drama; Dramatics; Education; Elementary Education; *Elementary School Curriculum; *Fine Arts; Junior High Schools; Music; *Music Education
IDENTIFIERS- Alaska

Developed as part of a curriculum revision series, this guide outlines curricula for art, music, drama and dance for Alaskan elementary grade levels 1-3, 4-6, and 7-8. The format for each curriculum contains the following components in three separate columns: (1) topics/concepts, which define the major parts of the subject under consideration and broadly define the content to be included for each subject area; (2) learning outcomes, which generally describe expected student behavior demonstrated as a result of the learning experience and are the goals toward which student learning is directed; and (3) sample learning objectives, which are indicators of student progress toward the learning outcomes. Preceding each curriculum are specific goals and a framework of the guide. Concluding each curriculum are: (1) a chart for recording curriculum problems and their disposition; and (2) a chart showing percentages of educational outcomes (for cognitive, affective, and psychomotor objectives). (TRS)

ED 270 355 SO 017 163

Tan, Jee Peng; Haines, Michael

Schooling and Demand for Children: Historical Perspectives. World Bank Staff Working Papers, No. 697 and Population and Development Series, No. 22.

World Bank, Washington, D. C.

REPORT NO.- ISBN-0-8213-0450-X
PUB DATE- 84
NOTE- 124p.; For related documents, see SO 017 156-157, SO 017 161-162, SO 017 164, SO 017 192.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attrition (Research Studies); *Birth Rate; Demography; Developed Nations; Developing Nations; Enrollment Projections;

*Enrollment Trends; *Trend Analysis

The schooling of children, thought to be an important factor in explaining changes in fertility over time, is examined. Theory predicts that it exerts a negative effect on parental fertility. The mechanisms by which this relationship occurs at the micro-level are elaborated by Becker in this quantity-quality trade-off model, and by Cadwell in his intergenerational transfer model. The results of empirical studies are mixed, with some studies finding positive, others negative, and still others no relationship between quantity and quality. This paper extends the existing discussion by evaluating the evidence from a historical perspective. The time-series data for 5 developed countries and 18 developing countries suggest that, prior to the attainment of primary gross enrollment ratios of about 70 or 80 percent, there appears to be little relationship between levels or change in primary school enrollments and fertility. Evidence suggests that a fairly high level of educational development, as indicated by the level of primary enrollment, seems to be important for a decline in fertility to take place. Costs and financing arrangements, and parental aspirations for children's education may be an important reason behind the observed historical relationship. Numerous tables and an 11-page bibliography are included. (RSL)

ED 269 972 FL 015 711

Sajavaara, Kari; Lehtonen, Jaakko
Language Teaching and Acquisition of Communication.

PUB DATE- 80
NOTE- 13p.; In: Papers in Language Learning and Language Acquisition. Papers presented at the Nordic Conference on Applied Linguistics (2nd, Hanasaari, Espoo, Finland, November 23-25, 1979); see FL 015 708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Style; *Communication Skills; *Communicative Competence (Languages); Culture Contact; Educational Strategies; Interference (Language); Learning Motivation; *Learning Strategies; Linguistic Theory; *Models; *Second Language Learning; Teaching Methods

A theoretical linguistic model is insufficient to deal with the problems of language teaching because of the complexity of the phenomena concerned and the dynamic nature of language acquisition and communication. Most linguistic models neglect the fact that, in communicative situations, language users construct the prerequisites of communicative success. Variations in the natural situations of language use make analysis of the language teaching process difficult, and most language teaching materials are too simplistic. A communicative rather than a linguistic approach would put more emphasis on reception and message processing. A more accurate model of the processes and parameters in language acquisition would incorporate the factors of acculturation and motivation, language contact, input, the socio-affective filter, intake, prior knowledge, interference, and personality. A two-page bibliography concludes the document. (MSE)

ED 270 124 IR 051 539

Bernhardt, Frances, Ed.; Jordan, Kathy, Ed.
Virginia Conference on Online Searching in Community Colleges.
Summary Report (Annandale, Virginia, March 25, 1986).
Northern Virginia Community Coll., Annandale.
PUB DATE- 25 Mar 86
NOTE- 77p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Community Colleges; Databases; *Library Services; *Online Searching; Online Systems; Program Descriptions; Two Year Colleges; Users (Information)
IDENTIFIERS- *Virginia

The primary objective of this report is to provide useful information to community colleges making decisions about beginning or improving online access to information. The report provides conference highlights, including summaries of the keynote address by Anne Caputo of Dialog Information Services, several short talks on community colleges and online searching, and a panel discussion on paying for online search services. The full text of papers prepared by presenters at the conference are also given: "Chemistry Students 'Do It by Self' Database Searching" (Lillian Berg); "Online Literature Searching at J. Sargeant Reynolds" (Timothy Williams); "The Long Road to the First Online Database Search" (Pat Thomas); "Paying for Online Services at Virginia Western Community College" (John Welch); "Online Searching: A Short Course" (Cathy Sabol); "End User Services and Training in the Academic Environment" (Christina A. Brundage); and "The Right Modem" (Paul Parker). Appendices include conference resolutions, vendor services demonstrated at the conference, vendors sending multiple copies of literature, the conference program, and a list of community colleges represented at the conference. (THC)

ED 270 191 JC 860 332

Rendon, Laura I.
A Comprehensive Strategy to Examine and Address Transfer Education.
PUB DATE- 16 Apr 86
NOTE- 23p.; Paper presented at a Conference of the Texas Coordinating Board (Austin, TX, April 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Articulation (Education); *College School Cooperation; *College Transfer Students; Disadvantaged; High Schools; *Intercollegiate Cooperation; *Minority Groups; Postsecondary Education; School Holding Power; State Agencies; *Transfer Policy; Two Year Colleges

This paper examines major transfer education issues and proposes a comprehensive strategy for examining and improving transfer education. The first section explores ten major issues: (1) access to higher education for minorities and low socioeconomic status (SES) whites continues to be a problem; (2) over 50% of all entering community college students have goals related to attaining a baccalaureate; (3) students who complete 2 years in a community college may be expected to perform reasonably well at a senior institution; (4) no one educational sector can solve the transfer problem alone; (5) occupational students, especially those in allied health, engineering technology, data processing, agriculture, and forestry programs, transfer in sizeable numbers; (6) faculty/student contact is one of the most important determinants of student retention; (7) giving students the right to fail simply has not worked; (8) literacy demands placed on community college students have decreased; (9) concerted efforts to address transfer education involving collaboration between two- and four-year colleges have achieved promising results; and (10) when community colleges fail to collect information and data, they lose out on a valuable opportunity to make modifications to improve their curricular and student support services. The next section describes a comprehensive transfer strategy, stressing that every constituency and educational sector must be involved in improving transfer education, and detailing the tasks to be undertaken by high schools, community colleges, senior institutions, and state agencies in a cooperative and collaborative effort to ensure that the nation's minority and low SES students enjoy full access to higher education. (RO)

ED 270 264 RC 015 770

Carl Gawboy, Ojibwe Regional Painter. With Teacher's Guide. Native Americans of the Twentieth Century.
Minneapolis Public Schools, Minn.
PUB DATE- 79

NOTE- 16p.; For other titles in this series, see RC 015 765-774.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 (not sold separately; series consists of 10 booklets--1 set, $2.75, plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indians; American Indian Studies; Art Activities; *Artists; Biographies; Career Awareness; Cultural Activities; Cultural Awareness; Cultural Education; Elementary Education; *Learning Activities; *Painting (Visual Arts); Resource Materials; Resource Units; *Role Models
IDENTIFIERS- *Gawboy (Carl); Minnesota; *Ojibwe (Tribe); Watercolor

A biography for the elementary grades of Carl Gawboy (Ojibwe), an American Indian painter, includes photographs of the artist and some of his work. A teacher's guide following the bibilography contains information on watercolor painting and the Ojibwe people, learning objectives and study questions, instructions for doing a watercolor painting and illustrating a story, vocabulary list, resource list, and an evaluation checklist. (LFL)

ED 270 279 RC 015 789

Torres, Eliseo
Green Medicine: Traditional Mexican-American Herbal Remedies.
REPORT NO.- ISBN-9612008-0-4
PUB DATE- 83
NOTE- 64p.; For related document, see RC 015 788.
AVAILABLE FROM- Nieves Press, P.O. Box 2205, Kingsville, TX 78363 ($4.95 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cultural Background; *Folk Culture; *Health Services; *Hispanic American Culture; Medical Services; Medicine; *Mexican Americans; Physician Patient Relationship; Traditionalism; Vocabulary
IDENTIFIERS- *Curanderismo; Folk Medicine; *Herbal Medicine; Herbs; Mexico; Traditional Healing

Traditional Mexican American herbal potions and remedies and their history are explained in an introductory book for the general reader. The importance of curanderismo, or green medicine, in Mexican and Mexican American cultures is explored. A brief history traces the herbal aspects of curanderismo through Mayan and Aztec cultures, the Spanish conquest, and Hippocrates' theory of humors, and finds contributions from many cultures intermixed with native lore. Other chapters discuss where to obtain herbs, preparation methods, and hazards of herb use. A glossary defines 33 substance effect terms. The largest part of the book contains information about 99 of the most widely used herbs arranged alphabetically by their English common name, with their Spanish name and cross-references provided. Entries include history of the herbs, medicinal uses, and preparation methods. A brief, annotated bibliography lists nine books about herbal medicine, Mexican remedies, and curanderismo. (LFL)

Encyclopedia Roundup 1985.
American Library Association, Chicago, Ill.
REPORT NO.- ISBN-0-8389-6959-3
PUB DATE- Dec 85
NOTE- 9p.; Reprinted from Booklist/Reference Books Bulletin, Dec 15 1985
AVAILABLE FROM- Marketing Director/Encyclopedia Roundup, American Library Association, 50 E. Huron Street, Chicago, IL 60611 (Single copy, free. Price on multiple copies varies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTORS- Book Reviews; Charts; *Content Analysis; *Encyclopedias; Library Material Selection; Purchasing
IDENTIFIERS- *Feature Analysis; Selection Tools

This second annual encyclopedia summary updates the American Library Association's (ALA) evaluation of 10 sets and analyzes the deletions and additions made to each encyclopedia within the context of each publisher's revision plans. The board looked specifically for significant changes in purpose, arrangement, content style, general quality, and currentness. The current year's analyses cover Academic American Encyclopedia, Collier's Encyclopedia, Compton's Encyclopedia and Fact Index, Encyclopedia Americana, Funk & Wagnalls New Encyclopedia, Merit Students Encyclopedia, The New Book of Knowledge, The New Encyclopaedia Britannica, New Standard Encyclopedia, and The World Book Encyclopedia. A quantitative statistical summary is included which covers: approximate number of entries, number of pages, approximate number of illustrations, consumer price, and school and library prices for 1985 and 1986. (THC)

ED 270 295   SE 046 440

Build Your Own Solar Air Heater.
Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.
REPORT NO.- DOE/CE-0069; FS-180
PUB DATE- Jan 84
NOTE- 7p.; For other bulletins in this series, see SE 046 433-441 and SE 046 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alternative Energy Sources; *Construction (Process); *Energy Education; *Heating; Science Education; *Solar Energy
IDENTIFIERS- *Solar Heaters

The solar air heater is a simple device for catching some of the sun's energy to heat a home. Procedures for making and installing such a heater are presented. Included is a materials list, including tools needed for constructing the heater, sources for obtaining further details, and a list of material specifications. (JN)

DOCUMENT RESUME

ED 270 356 SO 017 164

Trussell, James; Pebley, Anne R.
The Potential Impact of Changes in Fertility on Infant, Child, and Maternal Mortality. World Bank Staff Working Papers No. 698 and Population and Development Series No. 23.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0453-4
PUB DATE- 84
NOTE- 61p.; For related documents, see SO 017 156-157; SO 017 160-163; SO 017 192.
AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attrition (Research Studies); *Birth Rate; *Demography; *Family Size; Overpopulation; Population Distribution; Population Education; Population Growth; *Population Trends; Trend Analysis

The relationship between changes in the timing and quantity of fertility, such as those that might result from an effective family planning program in developing countries, and changes in child and maternal mortality is examined. Results from five multivariate studies estimate the changes in mortality that might occur from altering maternal age, birth order, and birth spacing distributions of live births. The first two, by Martin et al. (1983) and Trussell and Hammerslough (1983), employ hazard models to estimate the effects of several covariates, including maternal age and parity, on mortality in Indonesia, Pakistan, the Philippines, and Sri Lanka. Both studies find significant effects of these two variables on the risk of dying. The third study, Holland (1983) also uses hazard models to assess the effect of breastfeeding on infant mortality in Malaysia. The fourth study by Hobcraft et al, (1983) focuses specifically on the effects of birth spacing. The fifth study, Cleland and Sathar (1983) use a sample of births occurring between one and fifteen years prior to the Pakistan Fertility Survey to explore the relation between birth spacing and infant and child mortality. The conclusions indicate that if childbearing were confined to the "prime" reproductive ages of 20 to 34, then infant and child mortality rates would fall by about five percent.

Eliminating fourth and higher births would reduce infant and child mortality by about eight percent and the maternal mortality ratio by about four percent. Further conclusions are offered within the document. (RSL)

DOCUMENT RESUME

ED 270 371 SO 017 200

Walker, Brian W.
Authentic Development in Africa. Foreign Policy Association Headline Series, No. 274.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-102-1
PUB DATE- Jun 85
NOTE- 76p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $4.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Agriculture; Developing Nations; *Developmental Programs; *Economically Disadvantaged; Economic Change; *Economic Development; *Economic Progress; Foreign Policy; Human Resources; Instructional Materials; International Relations; Investment; Population Growth; Population Trends; *Poverty; Secondary Education; Units of Study
IDENTIFIERS- *Africa; Agricultural Change; *Famine; Foreign Aid; Human Capital Theory

One in a series of booklets whose purpose is to stimulate greater and more effective understanding of world affairs among Americans, this five-chapter report explores Africa's attempts to lay the developmental foundations of a prosperous, modern economy shaped and molded to the cultural norms of the African people. Four central points addressed are: (1) poverty is the real problem; famine and drought are merely symptoms; (2) basic human needs must be met at the outset; (3) agriculture must return to the basics; and (4) aid must be directed to the rural poor. "Africa Today and Tomorrow" cites the trends of shifting living patterns. "When 'Milk Comes Frozen Home in Pail'" looks at drought and famine. "My Son Is My Father" explores the escalating population. "First, Food to Eat" examines development predictions and aid. "Human Capital Investment" looks at capital investment in human resources. The "Talking It Over" section offers questions for students and discussion groups. The report also includes three case histories, maps, charts, and suggested readings. (TRS)

DOCUMENT RESUME

ED 270 386 SO 017 342

Matabane, Paula W.; And Others
Understanding Social Conflict: Media Reliance and Student Perspectives on the Struggle in South Africa.
PUB DATE- May 86
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communications Association (Chicago, IL, May 27-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; College Students; *Conflict; Data Analysis; *Mass Media Effects; News Media; Public Opinion; Questionnaires; Research Design; *Social Problems
IDENTIFIERS- Apartheid; South Africa

Recent research efforts have attempted to address the contradictory conclusions being drawn about the relative contribution of television and newspapers to citizen awareness of public affairs. The traditional view of newspapers' superiority has been challenged by those investigators who hold that the determinant factors rest with individuals--their motivation, their political orientation, and their ability to derive information from any source. Additional questions surround the difference between media exposure or use, and reliance or dependence upon those media. Some exposure may be passive, habitual, while other exposure is active, selective and analytical. All these factors are involved in the relationships between media use and social perceptions. This study examines the relationship between different measures of media use, reliance and social perceptions in the context of the continuing struggle in South Africa as reported in U.S. media. For black college students, media use and reliance play only a marginal role in the formation of impressions about the conflict. A reference list and six data tables are appended. (Author/TRS)

DOCUMENT RESUME

ED 270 402 SP 027 594

Yuzdepski, I., Comp.; Elliott, L., Comp.
Planning for an Evaluation of Teaching Performance. Volume IV. Summaries of Instruments for Use in Evaluating Teacher Performance.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Aug 85
NOTE- 152p.; For related documents, see SP 027 589-593.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Lesson Observation Criteria; *Occupational Tests; *Teacher Evaluation
IDENTIFIERS- Alberta

This document presents information, in the form of summary sheets, on 54 teacher evaluation instruments. Each summary contains pertinent information about the instrument regarding publishing company, author, criteria evaluated, subject of observation, category dimension, and coding units. The 19 criteria used in the evaluation tests, which were identified from empirically based research as being associated with effective teaching, are listed in a separate chart. The criteria concern: (1) plans, organization, and implementation; (2) academic learning time; (3) teacher's expectations; (4) teacher's awareness; (5) concurrent tasks managment; (6) pace of instruction; (7) classroom management; (8) feedback to pupils; (9) time on task; (10) enthusiasm; (11) clarity of instruction; (12) task oriented/businesslike orientation; (13) variability of instruction; (14) flexibility; (15) understanding of instructional goals; (16) teacher centered/direct instruction; (17) praise and encouragement/criticism; (18) individualization of instruction; and (19) questioning techniques. The document also contains two tables indicating which instruments might be useful in observing specific criteria. (CB)

DOCUMENT RESUME

ED 270 418 SP 027 641

Anderson, Betty; And Others
The Impact of State Mandated Testing on Teacher Education in Florida.
PUB DATE- 24 Feb 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Admission Criteria; Beginning Teachers; Community Colleges; *Graduation Requirements; Higher Education; *Minimum Competency Testing; *Preservice Teacher Education; *State Legislation; *Teacher Education Programs
IDENTIFIERS- *Florida

During the 1980s Florida has mandated several testing programs to improve the quality of the community college, state university, and teacher education entrants and graduates. Three measures were intended to improve the quality of community college/state university/teacher education students. The College Level Academic Skills Test (CLAST) program requires minimum basic skills achievement for graduation from a community college or entrance to upper division university programs. In addition to the CLAST testing, a minimum SAT/ACT score is required for entrance to state-approved teacher education programs. Finally, under the Beginning Teacher Program students must complete the Florida Teacher Certification Examination before a five-year certificate is granted. As a result of these testing requirements, students have been refused admittance to teacher education programs, graduation has been delayed, and state-approved teacher education programs may be placed on probation with their accreditation in jeopardy. This paper discusses each of these programs, their requirements, results, and impact on teacher education. (JD)

DOCUMENT RESUME

ED 270 434 SP 027 699

King, Robert; Monsour, David K.
Legislative Implications--Professional Self-Governance and Career Ladder Concepts.
PUB DATE- 25 Feb 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Career Ladders; *Educational Legislation; *Governance; Higher Education; Incentives; *Professional Autonomy

Members of the teaching profession have been assuming more responsibility for their own work and seeking professional self-governance. Legislation enacted by at least 33 states has legalized the rights of professionals to take part in making decisions about requirements for entering the teaching profession, as well as improving the performance of those who remain in the profession. This enabling legislation has, in most cases, provided for delegation of some of the state's responsibilities for education to bodies of practicing teachers. Most state educational reform legislation includes incentive programs for teachers. This paper reports on the progress of a study that documents the status of legislation which provides for career ladder incentives for teachers, and the role of existing self-governing bodies in this process. The study design incorporates: (1) a systematic review of enabling legislation on a state by state basis; (2) documentation of career ladder provisions in current legislation and the role of existing self-governing bodies in this process; and (3) analysis of perceived effectiveness of career ladder initiatives by governance body members, state departments of education, teacher educators, state teacher associations, and classroom teachers. While the study has yet to be completed, 10 trends in career ladder plans are identified. (JD)

DOCUMENT RESUME

ED 270 450 SP 027 728

Hord, Shirley M. Ed.; And Others
Beyond the Looking Glass. Papers from a National Symposium on Teacher Education Policies, Practices & Research (Austin, Texas, October 3-5, 1984).
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 394p.; For a synthesis of the working group discussions of the "Beyond the Looking Glass" conference, see SP 027 729.
AVAILABLE FROM- Communication Services, R&D Center for Teacher Education, Education Annex 3.203, The University of Texas, Austin, TX 78712-1288 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; *Inservice Teacher Education; *Policy Formation; *Preservice Teacher Education; *Program Improvement; *Research Needs; Teacher Education Programs; *Teacher Orientation
IDENTIFIERS- *Beyond the Looking Glass Conference

Participants in the "Beyond the Looking Glass" Conference established a set of objectives for each of the three teacher education constituencies: practice, policy, and research. The teacher education continuum of preservice, induction, and inservice served as one dimension of a framework for structuring dialogue, discussion, and decision-making activities of the participants during the 3-day conference. The major conference goals were: (1) the identification of the current pressing issues facing teacher education; (2) the structuring of priority recommendations and critical warnings that should be addressed in the immediate future by policymakers, practitioners, and researchers in teacher education; and (3) the facilitation of communication among those who form policy in teacher education, those who educate teachers at institutions of higher learning and elsewhere, and those who conduct research in teacher education. The culminating sessions of the conference focused on and highlighted work currently unfolding at the state level. This publication contains papers commissioned by the conference from scholars in each of the teacher education areas of preservice, induction, and inservice. Within each area, the three perspectives of policy, practice and research were provided by colleagues. (JD)

DOCUMENT RESUME

ED 270 463 TM 860 341

Hickman, Linda J.

Freedom from the Tyranny of the Campus Main-Frame: Handling the Statistical Analysis of a 10-year Survey Research Study with a Personal Computer.

PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Data Analysis; Data Processing; Evaluation Criteria; Higher Education; Microcomputers; *Programing; Research Methodology; *Research Needs; *Research Problems; Statistical Analysis; *Surveys
IDENTIFIERS- *CRISP Computer Program; *Statistical Packages

Technological advances in microcomputer hardware and software, including size of memory and increasingly more sophisticated statistical application packages, create a new era in educational research. The alternative to costly main-frame computer data processing and statistical analysis is explored in this paper. In the first section, typical problems of using main-frame computers for survey research are outlined. The second section presents search criteria, including technical tests for accuracy, for selecting a microcomputer statistical package to meet the particular needs of the researcher. Reviews and references for over 30 statistical packages are summarized. The third section presents the selection of and use of CRISP as the solution to the search for a package to handle the data from a 10-year survey research study. In the final section, the impact of changing technology on survey research design and methodology is summarized. (Author/PN)

DOCUMENT RESUME

ED 270 477 TM 860 358

Braungart-Bloom, Diane S.

Assessing Holistic Raters' Perceptions of Writing Qualities: An Examination of a Hierarchical Framework Following Pre-Post Training and Live Readings.

PUB DATE- Apr 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). For a related document, see TM 860 357.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- High Schools; *Holistic Evaluation; *Interrater Reliability; Judges; Measurement Techniques; *Pretests Posttests; Rating Scales; Scoring; Secondary School Teachers; State Departments of Education; State Programs; Student Evaluation; Testing Programs; *Training Methods; *Writing Evaluation; *Writing Skills

IDENTIFIERS- *New Jersey Department of Education

The research described in this paper examines the relationship between raters and the training raters receive to apply that rating. The primary concern is maintaining scoring consistency within the context of raters' perceptions. If the criteria for holistic and/or analytic scoring can be recognized as communication based, rather than topic based, then student essays could be analyzed as features or qualities registered by the raters who read those essays. This paper examines 300 raters' perceptions of quality writing before training, after training, and following the reading of 90,000 student essays. Analyses of the holistic raters' perceptions of writing quality on a 1 to 6 score scale indicate 20 characteristics, grouped into six general constructs: (1) content; (2) organization; (3) sentence construction; (4) usage; (5) mechanical characteristics; and (6) textual characteristics. For pre-training scores the relationships among constructs remains consistent across ability levels. However, following training differentiation exists across all six categories, particularly at the extremes of the scales. Raters still seem less able to develop patterns of relationships among the essay characteristics at the middle points of the ability scales, even following training and reading of essays. (PN)

DOCUMENT RESUME

ED 270 491 TM 860 375

Alaska, National SAT Scores Increase; Has the Quality of Education Improved? Assessment Report 12: An Update on the Alaska Statewide Testing Program.

Alaska State Dept. of Education, Juneau. Office of Evaluation, Assessment and Research.

PUB DATE- Nov 85

NOTE- 6p.; For related documents, see TM 860 374 and TM 860 376.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Aptitude; *College Entrance Examinations; *Educational Trends; Higher Education; High Schools; Mathematics Tests; Minority Groups; *National Norms; Sampling; Scores; *State Norms; State Programs; *Student Participation; Testing Programs; Test Interpretation; Test Results; Test Validity; Verbal Tests

IDENTIFIERS- *Alaska; Alaska Statewide Assessment Program; American College Testing Program; *Scholastic Aptitude Test; Test Score Decline

Alaskan students' scores on the Scholastic Aptitude Test (SAT) increased nine points between 1984 and 1985, matching the national gain. These scores marked the fourth year of increases following 17 years of consistently declining scores. Thirty-three percent of Alaska's high school seniors took the SAT in 1985. The combined score of 923 was 17 points above the national average. Nationally, a greater number of students took the SAT, including a greater number of minority students, who represented twenty percent of students taking the SAT. Substantial gains were reported for both sexes and all racial groups. However, with the exception of Asian Americans, minority groups' scores were lower than whites'. Females generally scored lower than males, particularly in mathematics. About the same number of students took the American College Testing examinations (ACT) as the SAT. However, the trends differed. ACT scores declined from 1970 to 1976 and stabilized in subsequent years. Increases have been smaller, and women outperformed men on the English test. Problems in interpreting SAT data and making state-to-state comparisons were illustrated. It was also recommended that SAT scores not be used to summarize educational quality. (GDC)

DOCUMENT RESUME

ED 270 504 TM 860 394

O'Shea, Thomas
Grade 10 Students' Understanding of Basic Algebraic Concepts.
PUB DATE- 18 Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; Comparative Analysis; Concept Formation; Cross Cultural Studies; Educational Assessment; Foreign Countries; Grade 10; High Schools; *Mathematical Concepts; *Mathematics Achievement; *Mathematics Tests; Multiple Choice Tests; *Problem Solving; Student Evaluation; Test Items; Test Reliability
IDENTIFIERS- *British Columbia; *England

One of the most ambitious attempts to assess students' understanding of mathematics was carried out in England between 1974 and 1979. The results of this study indicate that there is a need in an overall assessment program to evaluate students' algebraic understanding as well as to measure their achievement in algebraic manipulations and problem solving. The present study is a modified replication of the English study. In 1977, 1981, and 1985 the British Columbia Ministry of Education carried out large scale assessments of mathematics achievement. Questions were designed to assess students' levels of algebraic understanding ranging from basic simplification to difficult relationships. The responses were classified by coders into one of nine categories, for example, correct, correct but weak, ambiguous, letter ignored. This scheme was extended further by coding the specific responses. It was thus possible to obtain frequency counts of each individual response as well as to assess overall error rates. A reliability check on coding yielded a 95.8 percent agreement rate on the 425 returned booklets. Four criteria were used to determine sample representativeness: gender, type of mathematics course, future mathematics plans, and performance on three multiple-choice items. Results indicate that performance of students on the three multiple-choice items in the sample was significantly higher than the population. Possible causes for this result are discussed. The appendix contains the British Columbia Mathematics Assessment (1985) for grade 10. (PN)

DOCUMENT RESUME

ED 270 517 UD 024 912

Project BACIS, 1983-1984: OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 42p.; For the 1982-83 Evaluation Report, see ED 245 043.
GRANT- G00-820-2293
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Acculturation; *Asian Americans; *Bilingual Education Programs; Counseling Services; English (Second Language); *Haitians; High Schools; Native Language Instruction; *Program Effectiveness; Urban Schools
IDENTIFIERS- New York City Board of Education

Project BACIS provides instructional, resource, and supportive services for recent immigrants from Cambodia, Haiti, and Vietnam at three New York City high schools (Christopher Columbus, Samuel J. Tilden, and Walton). At each site, students received instruction in English as a second language (ESL). Although the project proposed that both native language arts and content-area classes would be taught in the native language, students were placed in classes according to the availability of such instruction at each school. Supportive services to program students included academic, personal, and vocational counseling, contact with families, and referrals to outside services. Development activities for staff members consisted of attendance at parent advisory council meetings and ESL classes taught by project staff. In 1983-84, the second year of funding, students were able to meet project objectives in ESL, but they were able to achieve attendance and content-area objectives only in the spring. In the fall, the objective was met only in science classes. Students at two sites met proposed objectives for improvement in attitude towards school and cultural heritage, althougn overall success rates fell below the program's criterion. Project weaknesses existed in the area of program supervision, training, and coordination. (KH)

DOCUMENT RESUME

ED 270 532 UD 024 932

Chi-nam Giao-duc danh cho Phu-huynh Hoc-sinh = A Handbook on California Education for Language Minority Parents. Vietnamese/English Edition.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 86

NOTE- 66p.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.25).

LANGUAGE- Vietnamese; English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Asian Americans; Bilingual Education Programs; Curriculum; Elementary Secondary Education; *Parent Materials; *Parent School Relationship; *Public Schools; *School Orientation; *Vietnamese People

IDENTIFIERS- *California

This handbook is designed to help Vietnamese parents of school age children in California understand the operation of the schools. Printed in Vietnamese and English, it is designed in a question and answer format. Included in the handbook is information on student enrollment from kindergarten through grade twelve, public school programs and curriculum, graduation requirements, bilingual education, parental involvement, transportation, year-round education, child development, etc. Information is also provided on a variety of programs such as alternative education, vocational education, continuation education, work experience education, and adult education, which may be helpful not only for limited Engllish proficient (LEP) students but also for parents who seek further educational opportunities in California. (CG)

DOCUMENT RESUME

ED 270 547 UD 024 952

William H. Taft High School Project HOLA 1984-1985. O.E.A. Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 38p.; For the 1983-84 Evaluation Report, see ED 266 202.

GRANT- G00-830-2149

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Acculturation; *Bilingual Education Programs; English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; *Native Language Instruction; *Program Effectiveness; *Second Language Instruction; Staff Development; Urban Schools

IDENTIFIERS- New York City Board of Education

In 1984-85, Project HOLA was in its second year of funding at William H. Taft High School in the Bronx, New York. HOLA serves Spanish-speaking students of limited English proficiency (LEP). Project goals include speedy acquisition of English skills, orientation to life in America, maintenance and improvement of Spanish skills and cultural knowledge, and eventual mainstreaming. Supported by Title VII, tax-levy, and Chapter I funds, Project HOLA includes student support services, staff development, and parent participation activities in addition to its instructional component. An evaluation of 1984-85 focused on progress made since the previous year's report, with special attention paid to policies and programs initiated. The evaluation indicated that Project HOLA is well on its way to meeting both short- and long-term objectives. Instructional and non-instructional services are provided as proposed and are highly valued by the school administration. Analysis of student achievement data showed that the program was highly successful in promoting achievement in Englisn, native language, content areas, and elective courses. (KH)

DOCUMENT RESUME

ED 270 561   UD 024 969

Balancing Quality and Equity. Toward a Grantmaking Program in Pre-Collegiate Public Education.

Conrad N. Hilton Foundation, Los Angeles, CA.

PUB DATE- Jan 86

NOTE- 59p.

AVAILABLE FROM- Conrad N. Hilton Foundation, 10100 Santa Monica Boulevard, Suite 775, Los Angeles, CA 90067.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Assessment; Educational Change; Educational Finance; Educational History; *Educational Improvement; *Elementary Secondary Education; Philanthropic Foundations; *Program Proposals; *Public Education; School Demography; *Teaching (Occupation)

IDENTIFIERS- *Conrad N Hilton Foundation

Focusing on pre-collegiate public education in the United States, this working paper seeks to develop a common knowledge base, design a grantmaking strategy in the field, and inform educators and other grantmakers about the interests of the Conrad N. Hilton Foundation. The document contains six major sections covering the following: (1) a brief historical overview of the goals and practices of American public education; (2) demographic and financial data describing its current status; (3) a summary of the findings, recommendations, and reactions to recent studies of public education; (4) an explanation of some of the current trends in public school reform; (5) a look at the crisis in the teaching profession--its causes and possible cures; and (6) a discussion of the Foundation's desire to help improve American education and its particular area of focus: teachers. To improve the pool of future teachers and retain the existing good teachers, the Foundation will consider funding projects concerning: (1) professional development for high potential teachers and administrators; (2) career development for promising high school students; (3) greater public awareness of the promising and positive aspects of the teaching profession; and (4) increasing literacy skills in young people. (ETS)

ED 270 357 SO 017 170

Ediger, Marlow
Philosophy and Morality.
PUB DATE- Jun 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Elementary Secondary Education; *Ethics; Existentialism; *Humanism; Logic; Marxism; *Moral Values; *Philosophy; Platonism; *Religion

Philosophical thinking which has stood the test of time is summarized in this document. The rationale is that all students benefit from studies of philosophical thinking emphasizing moral standards. Thinkers included are: Plato, Aristotle, Peter Abelard, Francis Bacon, Sir Thomas More, Thomas Campanella, Thomas Hobbes, Benedict Spinoza, John Locke, Immanuel Kant, Friedrich Nietzche, William James, Friederich Hegel, Karl Marx, and Bertrand Russell. (BZ)

ED 270 372 SO 017 201

DePorte, A. W.
The Atlantic Alliance at 35. Foreign Policy Association Headline Series, No. 268.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-091-2
PUB DATE- Apr 84
NOTE- 69p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $3.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Decision Making; European History; *Foreign Policy; Instructional Materials; *International Relations; National Security; Nuclear Warfare; *Peace; Secondary Education; Units of Study
IDENTIFIERS- European Theater; *North Atlantic Treaty Organization

One in a series of booklets whose purpose is to stimulate greater and more effective understanding of world affairs among Americans, this six-chapter report examines the North Atlantic Treaty Organization's (NATO) first 35 years and probes the extent to which the alliance can find common ground on the perennial issues of military doctrine, burden-sharing, global strategy, and international economics. "The Balance Sheet" outlines NATO's development. "The Security of the North Atlantic Area" looks at technology and nuclear strategies. "Grand Strategy?" identifies the areas in dealing with the Soviet threat. "The Third World" examines NATO responses outside its scope. "Economic Relations" looks at the severe economic problems of NATO. "The Future" considers the alliance's future. The "Talking It Over" section offers questions for students and discussion groups. The report includes maps, charts, and suggested readings. (TRS)

ED 270 387   SO 017 346

Hermann, Margaret G.; Peacock, Greg
Exploring How Decision Units Shape Foreign Policy Behavior. Draft.
SPONS. AGENCY- Ohio State Univ., Columbus. Mershon Center.
PUB DATE- 86
NOTE- 35p.; Paper presented at the International Studies Association Annual Meeting (Anaheim, CA, March 25-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Foreign Policy; *Governmental Structure; *Government Role; International Relations; *Policy Formation; Self Determination; Totalitarianism
IDENTIFIERS- Decision Analysis; Decision Models

All governments or ruling parties contain competing agencies, powerful individuals or small groups that are able to commit government resources to their viewpoint on foreign policy. These configurations make up the ultimate decision unit, whose properties modify the precise character of its government's actions. The first part of this paper defines and classifies the units and conceptualizes their control variables. The second extensively describes each unit: (1) predominant leader; (2) single group; and (3) multiple autonomous groups. The third part describes how to determine the nature of the ultimate decision unit and includes a figure. The fourth part discusses how a unit shapes foreign policy behavior by describing and tabulating a preliminary empirical test of the effects that particular decision units and their associated control variables can have on a government's foreign policy actions. The concluding section reviews the postulates of the three types and points out that the paper's framework allows for comparing and contrasting the decision unit types for analysis. References are appended. (TRS)

SP

ED 270 403   SP 027 600

Sanford, Julie P.; Emmer, Edmund T.
Learning about Classroom Management through Guided Observation and Analysis. R&D Report No. 6026.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Mar 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; *Classroom Techniques; Elementary Secondary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education

A development and field-testing effort explored ways of helping preservice teachers learn classroom management knowledge and skills during field-based preservice courses. An observation guide, "Learning the Classroom Environment, An Observer's Guide to Classroom Management" (Sanford & Emmer, 1985), has four general areas: the classroom setting; classroom procedures and routines; managing student behavior; and organization of instructional activities. The guide was used during one semester at four different institutions in different kinds of preservice training experiences. Samples of students' work and feedback from course instructors and students were analyzed to assess the usefulness of the approach, explore different ways the guide can be used in conjunction with other course activities, and plan future development or revision steps. The study results indicated that activities described in the guide were effective in helping students learn about classroom management. Descriptions are given of the use of the guide at each school. (CB)

ED 270 419 SP 027 644

Moore, Jerry R.; And Others
Five Year Program of Teacher Education.
PUB DATE- 1 Feb 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Higher Education; *Preservice Teacher Education; *Program Development; Program Improvement; Program Length; *Teacher Education Programs
IDENTIFIERS- *Extended Degree Programs; *University of Virginia

The Curry School of Education at the University of Virginia has developed a 5-year teacher education program to improve and strengthen preservice preparation. Changes in the program are based on beliefs regarding characteristics of effective teacher education programs and the requirements necessary to implement those characteristics. The program seeks to produce teachers who are effective decision makers through five domains: (1) knowledge of subject matter relating to teaching area; (2) knowledge of subject matter complementary to teaching area; (3) knowledge of substantive areas (such as psychology and sociology); (4) knowledge of self; and (5) pedagogical knowledge and skills. Skill development in these areas is achieved through observation, diagnosis, planning, management, communication, and evaluation. A description of the program is offered, with information on application requirements, admission screening, advancement to graduate study, academic advising, and program components. (CB)

ED 270 435 SP 027 704

Dilts, Harold E.; And Others
Study of Teacher Education Graduates, Spring 1980. Academic Year 1980/81. General Frequency Report. Report No. 3 in the Iowa State University Teacher Education Evaluation Project, May 1982.
Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
PUB DATE- May 82
NOTE- 51p.; For related documents, see SP 027 705-706.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; *Student Attitudes; Student Characteristics; *Teacher Education Programs; *Teaching (Occupation)
IDENTIFIERS- *Iowa State University

Four hundred ninety-six education graduates from Iowa State University (1980-81) responded to questionnaires asking them to provide demographic, occupational, and program evaluation information. Data were collected on: (1) students' academic records; (2) student teaching experiences; (3) self-evaluation as future teachers; (4) evaluations of the teacher education program; (5) evaluations of the importance of various job characteristics; and (6) future occupational plans. Results of the study are presented in tables as well as in brief narrative summaries of open-ended questions. In general, graduates indicated satisfaction with their teacher education program, and more than two-thirds of the graduates planned to teach. Results from items asking the graduates to rate the relative importance of job characteristics indicated that the respondents most valued opportunities to work with and help people, challenge, and variety in their work. (JD)

ED 270 451 SP 027 729

Hall, Gene E.
Beyond the Looking Glass. Recommendations & Critical Warnings for Teacher Education Practitioners, Policymakers & Researchers. A Synthesis of the Beyond the Looking Glass Conference (Austin, Texas, October 3-5, 1984).
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 37p.; For papers given at the "Beyond the Looking Glass" Conference, see SP 027 728.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Beginning Teachers; Educational Change; *Inservice Teacher Education; *Policy Formation; *Preservice Teacher Education; *Program Improvement; *Research Needs; Teacher Education Programs; *Teacher Orientation
IDENTIFIERS- Beginning Teacher Induction; *Beyond the Looking Glass Conference

A synthesis is presented of the outcomes of the "Beyond the Looking Glass" Conference which brought together educational practitioners, policy makers, and researchers to make concrete suggestions for what should be done to improve the conditions, processes, and effects of teacher education. Three major points of agreement formed the basis for considerations: (1) Teacher education should be viewed as occurring across the professional continuum; (2) Improvement in teacher education is directly tied to improvements in the conditions and status of teaching; and (3) Improving teacher education requires that policymakers, teacher educators, teachers, and researchers work together to develop a shared language and understanding of the complex and multifaceted phenomena occurring across the profesiional called teacher education. The information presented in this monograph is divided into three areas: preservice teacher education, induction teacher education, and inservice teacher education. Included are statements of specific goals for each area, as well as recommendations and critical warnings. Each set of recommendations and critical warnings is introduced with quotes from conference participants and a brief discussion of each issue. (JD)

Doolittle, Allen E.
Gender-Based Differential Item Performance in Mathematics Achievement Items.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; Analysis of Variance; Estimation (Mathematics); Geometry; High Schools; High School Seniors; *Item Analysis; *Mathematics Achievement; *Mathematics Tests; Outcomes of Education; Research Design; *Sex Differences; *Test Items
IDENTIFIERS- *ACT Assessment; *Differential Item Performance

A procedure for the detection of differential item performance (DIP) is used to investigate the relationships between characteristics of mathematics achievement items and gender differences in performance. Eight randomly equivalent samples of high school seniors were each given a unique form of the ACT Assessment Mathematics Usage Test (ACTM). Students without requisite math courses were deleted from the samples to control the possible confounding effect of differences in instruction at the high school level. Based on the remaining students, signed measures of DIP were obtained for each item in the eight ACTM forms. These DIP estimates were then investigated in a six by eight (item category by firm) experimental design. Using analysis of variance (ANOVA) procedures, a significant item category effect was found indicating a relationship between item characteristics and gender-based DIP. Follow-up analyses suggested that geometry and mathematics reasoning items had the largest negative impact on female examinees and more algorithmic, computation-oriented items were relatively easier for females. (Author)

ED 270 478 TM 860 359

Hambleton, Ronald K.; Rovinelli, Richard J.
Assessing the Dimensionality of a Set of Test Items.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Computer Simulation; Correlation; *Factor Analysis; Graduate Medical Education; Higher Education; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Occupational Tests; Statistical Studies
IDENTIFIERS- Bejar Model; Linear Models; Nonlinear Models; Residuals (Statistics); *Unidimensionality (Tests)

Four methods for determining the dimensionality of a set of test items were compared: (1) linear factor analysis; (2) residual analysis; (3) nonlinear factor analysis; and (4) Bejar's method. Five artificial test data sets (for 40 items and 1500 examinees) were generated, consistent with the three-parameter logistic model and the assumption of either a one- or a two-dimensional latent space. Two variables were manipulated: the correlation between the traits (either .10 or .60) and the percent of test items measuring each trait (either 50 percent measuring each trait, or 75 percent measuring the first trait and 25 percent measuring the second trait). The results indicated that linear factor analysis in all instances overestimated the number of underlying dimensions in the data. Nonlinear factor analysis, with linear and quadratic terms, led to the correct determination of the item dimensionality in the three data sets where it was used. Both residual analysis and Bejar's method provided disappointing results. The results suggested the need for extreme caution in using linear factor analysis, residual analysis, and the Bejar method, until further investigations confirm their adequacy. Nonlinear factor analysis appeared to be the most promising of the four methods. (Author/GDC)

ED 270 492 TM 860 376

1985 Interpretive Panel Results: Educators Set Performance Expectations. Assessment Report 13: An Update on the Alaska Statewide Testing Program.

Alaska State Dept. of Education, Juneau. Office of Evaluation, Assessment and Research.

PUB DATE- Mar 86

NOTE- 10p.; For related documents, see TM 860 374-375.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Achievement Gains; *Achievement Tests; Cutting Scores; *Educational Assessment; Educational Trends; Elementary Education; Grade 4; Grade 8; Item Analysis; *Mathematics Achievement; Norm Referenced Tests; *Reading Achievement; Scores; *State Programs; Testing Programs; *Test Interpretation; Test Results

IDENTIFIERS- Alaska; *Alaska Statewide Assessment Program; Test Score Decline

In 1985, reading and mathematics achievement tests were administered to nearly 15,000 fourth and eighth graders in Alaska. Educators comprising the Interpretive Panel developed a minimum and a desired level of performance. Scores below the minimum indicated a weakness; scores above it, a strength, and scores between, satisfactory achievement. The Panel cautioned: (1) that the tests were not minimum competency tests and that students were not expected to answer all items correctly; (2) that each school district had an individual curriculum; and (3) that reviewers should be cautious about making generalizations. Results indicated fourth graders performed best in mathematics and had trouble with every reading subtest. This was the opposite of the 1983 results. Eighth graders also showed greater strengths in mathematics than in reading. A number of skills were listed which consistently needed improvement in all three previous years of testing. An article explaining test score decline is also included. Recently, it has been found that almost every school has been using a different set of achievement tests, and being compared to a different norm group. This is because in the past year or two, developers of the SRA achievement tests, Metropolitan Achievement Tests, Comprehensive Tests of Basic Skills, California Achievement Tests, and Iowa Tests of Basic Skills have all developed new tests with new norms. (GDC)

ED 270 505 TM 860 395

Baker, Jean
A Five-Year Assessment of the State Compensatory Education Program in the Dade County Public Schools, Miami, Florida.
PUB DATE- Apr 86
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Cost Effectiveness; *Educational Assessment; Educational Trends; Elementary Education; Interviews; *Longitudinal Studies; Pretests Posttests; Program Evaluation; Questionnaires; School Funds; *School Surveys; *State Programs; Student Attitudes; Teachers; Teaching Methods
IDENTIFIERS- *Dade County Public Schools FL

This study presents a 5-year assessment of the State Compensatory Education program in the Dade County Public Schools (Florida) on the achievement of pupils, attitudes of pupils, instructional strategies, program focus, and cost effectiveness. This study is limted to a survey of program trends appearing in grades two through six. The sample includes: (1) 4,000 students providing pre- and post-test results for 1980-85; (2) 100 instructors providing staff information; and (3) 600 students providing student attitude information for the years 1981-82 and 1983-84. Data on instructional climate are provided by results of questionnaires submitted to instructors, interviews with instructors and administrators, and classroom assistants and are compiled each year. It is concluded that this is not a program but a funding source. The administrators have applied funds in the way they consider most helpful to their individual schools. The program has been cost effective: pupils are making positive gains toward age appropriate levels. In summary, the students who were selected (based on low standardized test scores) are learning and are happy about it. Teachers are enthusiastic, the administrators are pleased, and the State is satisfied. By all indications, an effective use of funds has been made. (PN)

ED 270 518 UD 024 913

Comprehensive Russian Instructional Program, 1983-1984: OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 49p.; For the 1982-83 Evaluation Report, see ED 247 338.
GRANT- G00-820-2907
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *Career Counseling; English (Second Language); High Schools; Immigrants; Limited English Speaking; Native Language Instruction; *Program Effectiveness; Second Language Instruction; Urban Schools; Work Experience Programs
IDENTIFIERS- New York City Board of Education; *Russian Immigrants

In 1983-84, the second and final year of funding, Project CRIP (Comprehensive Russian Instructional Program) provided career orientation and support services to 430 Russian-speaking student of limited English proficiency (LEP) at three public and four private high schools in Brooklyn and Queens, New York. All of the students were foreign-born and varied in English language ability and overall academic preparedness. Stated program objectives included student achievement in bilingual skills classes, work experience in summer internships, regular meetings with a career counselor, visits to business offices, and workshops involving representatives of various businesses and occupations. The instructional program varied from site to site, but at each public school, students attended courses in English as a second language (ESL) and native language arts, as well as instruction in content-area subjects in English. At the private schools, the project's educational assistants provided tutorial support and small group instruction. Various staff development and parent participation activities were conducted. Quantitative analysis of student achievement data presented in this report indicates that: (1) project students did not meet the proposed objective in English language achievement; (2) overall, students met the passing rate in native language arts; and (3) the attendance rate of project participants exceeded the attendance rate of the general school population. The staff's demonstrated ability to communicate effectively with parents, and to orient school administrators and teachers to work more effectively with parents, contributed greatly to the project's overall success. (KH)

ED 270 533 UD 024 933

A Handbook on California Education for Language Minority Parents. Korean/English Edition.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 86
NOTE- 58p.
AVAILABLE FROM- Publications Sales, California State Department of Educaiton, P.O. Box 271, Sacramento, CA 95802 ($3.25).
LANGUAGE- Korean; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Education Programs; Curriculum; Elementary Secondary Education; *Korean Americans; *Parent Materials; *Parent School Relationship; *Public Schools; *School Orientation
IDENTIFIERS- *California

This handbook is designed to help Korean parents of school age children in California understand the operation of the schools. Printed in Korean and English, it is designed in a question and answer format. Included in the handbook is information on student enrollment from kindergarten through grade 12, public school programs and curriculum, graduation requirements, bilingual education, parental involvement, transportation, year-round education, child development, etc. Information is also provided on a variety of programs such as alternative education, vocational education, continuation education, work experience education, and adult education, which may be helpful not only for limited English proficient students but also for parents who seek further educational opportunities in California. (CG)

1985 Summer PREP Program E.S.L. Component. O.E.A. Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 65p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *English (Second Language); High Schools; *High School Students; Immigrants; *Limited English Speaking; Remedial Programs; School Orientation; *Second Language Instruction; *Summer Programs; Urban Schools
IDENTIFIERS- New York City Board of Education

In the summer of 1985, New York City's High School Preparation for Raising Educational Performance (PREP) Program included an English as a second language (ELS) component. The ESL component was designed to help recent immigrant students develop the listening, speaking, reading, and writing skills in English necessary for success in the mainstream and to introduce students to high school requirements and expectations. Funding for ESL Summer PREP was provided by the Emergency Immigrant Education Assistance Program and was offered to all incoming immigrant limited English proficiency (LEP) students, as well as LEP students who were enrolled in a high school bilingual or ESL program. An innovative feature of ESL Summer PREP was the teaching of basic skills in the context of themes. Developmental instruction was offered integrating specific themes into school-wide activities. Additional components of Summer PREP included theme-related field trips and guidance counseling. The 1985 Summer PREP program instituted a number of program modifications to improve overall organization, services to students, and goal attainment based on the 1984 evaluation report. The results of the 1985 evaluation indicated that the ESL component was well organized. Students appeared to learn a great deal, and staff members appeared to be committed and dynamic. The results also indicated that most program modifications were effective. (KH)

ED 270 562 UD 024 975

Flushing High School Project CERCA 1984-1985. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 49p.; For 1983-84 OEA Report, see ED 268 207; for related documents, see ED 245 038 and ED 229 495.
GRANT- G00-830-2800
AVAILABLE FROM- Office of Educational Evaluation, New York City Public Schools, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Career Awareness; *Career Education; Curriculum Development; Educational Technology; High Schools; *Hispanic Americans; Immigrants; Limited English Speaking; *Native Language Instruction; Secondary School Curriculum
IDENTIFIERS- New York (Flushing)

Project CERCA (Career Exploration through Reinforcement of Correlated Academics) at Flushing High School (New York) seeks to improve English language proficiency and performance in the academic content areas, to help develop native language skills, and to instill career awareness. The project serves a target population of Hispanic students, most of them with limited English proficiency (LEP). During its second year, instructional offerings were continued in four major areas: English as a second language, native language arts, content-area courses, and advanced placement courses; audio-visual programs were established; average ESL class sizes were reduced from 33 to 25 students; staff received in-house training for instituting the Metropolitan Guidance and Career Service System (METRO-Guide)--an interactive computerized system offering up-to-date and on-going career and college data to students; and more career capsule units were introduced. CERCA's strengths lie in its wide selection of course offerings geared toward career awareness; the preparation it provides students for using bilingual skills; and its commitment to include such technological advances as the METRO-Guide. To further strengthen the program, recommendations include hiring a bilingual grade advisor and an additional bilingual science teacher, and monitoring the implementation of bilingual instruction in the classrooms. (ETS)

ED 270 358 SO 017 172

Scheir, Wendy, Ed.
National VLA Directory, 1986.
Volunteer Lawyers for the Arts, New York, NY.
PUB DATE- Jan 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Artists; Business; Directories; *Fine Arts; Information Sources; Laws; Lawyers; *Legal Aid; Reference Materials; Taxes; Voluntary Agencies

The directory of the Volunteer Lawyers for the Arts (VLA) is designed to provide artists with state-by-state basic information on income eligibility requirements, administrative fees, and legal services in the United States and Canada. The volume also indicates which groups give seminars, conferences, and workshops. Available publications and newsletters are listed and university affiliations are furnished. The document also specifies which VLAs have model documents, arts-law books and periodicals, and which provide accounting or business advice and other non-arts-law related services. Originally developed in 1985 in conjunction with the first National VLA Conference, the directory's intent is to facilitate communication among the 39 existing and future VLA organizations and to provide legal assistance in the arts community with the most accurate portrait possible of the VLA network. A list of other VLA programs is included. (TRS)

ED 270 388 SP 026 960

Paulissen, Margaret O.; And Others
Two Case Studies of Beginning Teachers in State-Mandated Induction Programs: The Influence of Institutional Factors.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Inservice Teacher Education; *Program Effectiveness; School Cadres; State Programs; *Teacher Attitudes; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

The Teacher Induction Study investigated 2 state-mandated beginning teacher programs and examined the translation of state policy by 4 school districts, 13 individual schools, and 32 classrooms. From the case histories of 16 teams, 2 case histories were selected for further study. One case illustrated how institutional factors influenced team interactions in a positive way, while the other case pointed out negative influences. Data were collected from: (1) individual journals kept by the beginning teacher, the peer teacher, the building level administrator, and other education personnel; (2) interviews with each of the team members; (3) five 1-hour classroom observations of each beginning teacher and two 1-hour observations of each peer teacher; (4) a demographic questionnaire detailing background and experience of each team member; and (5) a performance evaluation by the beginning teacher of the team's effectiveness. Results indicated that the presence or absence of certain institutional factors (e.g., policy, inservice, lesson plan requirements) either facilitate or hinder entry into teaching and affect perception of success in the first year of teaching. (CB)

ED 270 404 SP 027 606

Lake, Sara
Grade Organization in Secondary Schools, with Particular Reference to the Junior-Senior High School Model (Grades 7-12 or 6-12).
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Jun 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Trends; *Elementary Secondary Education; *Instructional Program Divisions; Junior High Schools; Middle Schools; *School Organization; *Secondary Schools

In the United States, a "two-tiered" school system--elementary and secondary education--is often spoken of, yet throughout this century the trend has been toward a "three tiered" system--elementary, junior high/intermediate/middle school, and high school. This paper reviews literature and research regarding these trends, the advantages and disadvantages of both systems, and the effects of grade organization patterns on students. Particular emphasis is given to the middle/junior high school system. The paper concludes with suggestions for changing grade organization patterns. Appendixes include references, a chart showing secondary grade organization patterns, and an outline of advantages and disadvantages in the systems. (CB)

ED 270 420 SP 027 645

Reese, Mary P.; And Others
The Clinical Instructor Program.
PUB DATE- 28 Feb 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Higher Education; Preservice Teacher Education; *Supervisory Training; *Teacher Education Programs
IDENTIFIERS- *University of Virginia

The Clinical Instructor Program at the Curry School of Education, University of Virginia, seeks to improve the way clinical instructors (formerly cooperating teachers) are selected, trained, and rewarded, and to enhance collaboration between participating public school divisions and the Curry School of Education. The application process requires information on personal data, including professional preparation and experience, explanation of why teachers want to be clinical instructors, supervisory experience, description of instructional units or materials, evaluation by the building principal, and evaluation by the central office. Chosen clinical teachers participate in a summer training program on clinical supervision and in four inservice training sessions during the school year. Clinical instructors have faculty privileges and are paid stipends. While the program is still new and bound to have some problems and require some changes, there is a positive response so far. Several committees to improve and evaluate the program have been created. (CB)

ED 270 436 SP 027 705

Warren, Richard D.; And Others
Follow-Up Study of Teacher Education Graduates. General Frequency Report. Report No. 2 in the Iowa State University Teacher Evaluation Project, March 1982.
Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
PUB DATE- Mar 82
NOTE- 51p.; For related documents, see SP 027 704-706.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; *Student Attitudes; *Teacher Education Programs; Teacher Employment; *Teaching (Occupation)
IDENTIFIERS- *Iowa State University

This study represents one phase of a larger research effort directed at the development and testing of a comprehensive teacher education evaluation model. The study focused primarily on obtaining attitudinal and occupational information from graduates of the Iowa State teacher education program one year after graduation. Student perceptions of strengths and weaknesses of the teacher education program, student employment patterns, student attitudes toward their current employment, their employment plans for the future, and characteristics of current employment were examined. One hundred seventy-one graduates returned a completed questionnaire. Results are presented in the form of tables and brief summaries of written-in responses. Information is provided on: (1) general graduate characteristics; (2) graduates employed in teaching; (3) graduates employed outside teaching; (4) program evaluation; (5) evaluations of selected program areas; (6) current employment characteristics; and (7) comparison of teachers and non-teachers on occupational variables. (JD)

ED 270 465 TM 860 343

Capie, William; Cronin, Linda
How Many Teacher Performance Criteria Should There Be?

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Correlation; Decision Making; *Evaluation Criteria; Field Tests; Generalizability Theory; Junior High Schools; Merit Pay; *Minimum Competency Testing; Pretests Posttests; Regression (Statistics); Science Education; Scores; Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; Teacher Qualifications; *Test Reliability; *Test Validity
IDENTIFIERS- *Georgia; Group Assessment of Logical Thinking; Middle Grades Integrated Process Skill Test; Teacher Effectiveness Index; *Teacher Performance Assessment Instruments

This paper assesses the credibility of a single total instrument score and various logical sub-scores derived from a series of summative judgments about the quality of teaching performance. The objectives were to compare the generalizability of alternative Teacher Performance Assessment Instrument (TPAI) scores, to compare the dependability of decisions which could be made with the scores, and to compare the relationship of the scores with learner achievement. Measures were made of teacher performance using the revised version of the TPAI. Learner ability was assessed with the Group Assessment of Logical Thinking in order to equate classes. Learner achievement was assessed with the Middle Grades Integrated Process Skill Test. Results show that: (1) the aggregation of summative judgments used in the TPAI scoring can be a valid and reliable procedure; (2) intermediate levels of scoring such as the TPAI competencies are more desirable than total instrument scores; (3) the total is a more reliable, but less valid, indicator of effectiveness; and (4) validity and dependability coefficients are adequate evidence to support the validity and reliability of the competency scores. Caution should be excerised in inferring causality of these teacher behaviors or learner outcomes based on these results. (PN)

ED 270 534 UD 024 934

Drugs and Dropouts. A Report of the Select Committee on Narcotics Abuse and Control, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SNAC-99-2-2
PUB DATE- 86
NOTE- 43p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; *Dropouts; *Drug Abuse; Elementary Secondary Education; Federal Programs; *Federal State Relationship; Government Role; Hearings; Minority Groups; *State Programs; Urban Youth
IDENTIFIERS- Congress 99th

This report summarizes findings and recommendations of hearings on the relationship between adolescent drug use and dropping out of school. Witnesses discussed the nature, dimensions and severity of the problem, State and local initiatives being taken to respond to the problem, and recommendations for Federal action to support and facilitate State and local efforts to deal with the problem. Following an executive summary and general introduction, the report is divided into five sections, which provide respectively: (1) a summary of statements made at the hearing; (2) an overview of relevant social science literature; (3) descriptions of State and local programming on drug abuse; (4) discussion of the Federal role; and (5) hearing recommendations. The major conclusion of the hearing was that a relationship does exist between drug abuse and dropping out, especially among minority students, but no causal relationship could be determined. Special education and dropout prevention efforts are needed, and it is recommended that such efforts should do more than simply provide information. They must also address other problems associated with drugs and dropping out, such as gangs and teenage pregnancy. Federal action is seen as essential, and national initiatives are needed in several areas: financial support for State and local prevention and education programs; programs directed toward youths with special needs; and programs that encourage communities to address drug problems. (KH)

ED 270 373 SO 017 202

Cumings, Bruce
The Two Koreas. Foreign Policy Association Headline Series, No. 269.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-092-0
PUB DATE- Jun 84
NOTE- 85p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $3.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Asian History; Communism; Diplomatic History; Economic Change; Economic Progress; Foreign Policy; Instructional Materials; *International Relations; Secondary Education; *Socialism; Units of Study; World History
IDENTIFIERS- Korea; Korean War; *North Korea; *South Korea

One in a series of booklets whose purpose is to stimulate greater and more effective understanding of world affairs among Americans, this seven-chapter report examines the political, economic, and anomalous positions of North and South Korea in the international system. "Traditional Legacies" traces the historical development of the two Koreas. "The Colonial Pressure Cooker" looks at the colonial system's impact on Korea. "Liberation, Separate Regimes, War" explores national division, rivalry, and the Korean War. "The South Korean Political System" examines South Korean political crises and growth. "The North Korean Political System" examines North Korea's socialist corporatism system. "The Two Economies" compares the two Koreas' different economies. "Foreign Relations" discusses the diplomacy of North and South Korea. The "Talking It Over" section offers questions for students and discussion groups. The report includes maps, pictures, and an annotated reading list. (TRS)

ED 270 452   SP 027 732

Koppich, Julia; And Others
A View from the Classroom: California Teachers' Opinions on Working Conditions and School Reform Proposals. Policy Paper No. PP86-3-1.
California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Berkeley, CA.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Mar 86
NOTE- 53p.
AVAILABLE FROM- Policy Analysis for California Education, 3659 Tolman Hall, School of Education, Berkely, CA 94720 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Participative Decision Making; *Social Support Groups; *Teacher Administrator Relationship; *Teacher Attitudes; *Teaching Conditions
IDENTIFIERS- *California

Findings are presented of the responses of over 800 teachers to a questionnaire seeking opinions on (1) working conditions; (2) support and assistance from peers, administrators, and parents; (3) participation in decision making; and (4) reform proposals. Responses to the survey indicated that the majority of teachers (1) support many reform proposals, including professional career ladders and preservice examinations; (2) feel they do not have sufficient decision-making authority; (3) say they could improve their teaching by working more closely with their colleagues; (4) report they must often do without needed books, materials, and supplies; and (5) display a remarkable commonality about what teaching ought to be. Findings are displayed in tables that offer comparisons between the opinions of rural, urban, and suburban teachers, and experienced and beginning teachers. A copy of the survey quesionnaire is appended. (JD)

ED 270 479 TM 860 360

Mudd, John O.
Assessment for Learning in Law.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Competency Based Education; Curriculum Development; Educational Objectives; Evaluation Criteria; *Evaluation Methods; Evaluators; Higher Education; Law Schools; *Law Students; Lawyers; *Legal Education (Professions); Peer Evaluation; Personnel Evaluation; Program Improvement; Self Evaluation (Individuals); Situational Tests; *Student Evaluation
IDENTIFIERS- Trials; University of Montana

A number of changes have been made in student assessment at the University of Montana School of Law, in an attempt to assess elements of student performance as well as knowledge level. Within the educational goal of blending legal theory and practical skills, practicing lawyers were surveyed about what a good lawyer should be able to do and should know. This information has been incorporated into the school's curriculum. The importance of attorneys' and law students' abilities to assess their own and each others' abilities is noted. The school has, therefore, encouraged the development of assessment skills in its students. Over 100 outside assessors are routinely used in the assessment of law students. The assessors, who include both paid employees and volunteers, are thoroughly trained. An acceptable measure of interrater reliability has been established. The assessment center, which is available to the faculty as one option for evaluating students, now coordinates the performance assessment of 225 students. The written assessments complement traditional grades. Videotapes of students' oral presentations are also maintained. Sample documents which are used to assess student performance in a multidimensional trial exercise are appended. Guidelines for the evaluators and a sample evaluation form are included. (GDC)

ED 270 493 TM 860 379

Lee, Valerie E.
Multi-Level Causal Models for Social Class and Achievement.
Educational Testing Service, Princeton, N.J.
PUB DATE- Apr 86
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attribution Theory; Bayesian Statistics; *Catholic Schools; Curriculum; Discipline; Educational Environment; High Schools; Mathematical Models; *Mathematics Achievement; Maximum Likelihood Statistics; Minority Groups; Predictor Variables; Public Schools; *Social Class; Socioeconomic Status
IDENTIFIERS- *Causal Models; *Hierarchical Linear Modeling; High School and Beyond (NCES)

Hierarchical linear modeling allowed the indentification of specific school characteristics and policies which help explain the relationship between social class and minority status with mathematics achievement, the relationship between social class and minority status with mathematics course enrollment, and school means for achievement and for course enrollment. Major explanatory variables which emerged from the present analyses as predictors of all of the relationships of interest, fall into a small number of categories. Results indicated that there are considerable differences between Catholic and public schools on these outcomes, differences which favor Catholic schools. These analyses show that three sets of factors can effectively explain those cross-sector differences: (1) variation in the social content of schools; (2) variation in the academic and disciplinary climate among schools; and (3) variation in curricular offerings and requirements. Previous research results concluded that Catholic schools induce consistently higher mean achievement and that mean course enrollment in their students must be somewhat refined. The Catholic schools' advantage in mean school mathematics achievement and the more equitable distribution of that achievement appears to be explainable by the described school-related factors. It was concluded that Catholic sector advantages are explainable by a reasonably modest set of school characteristics and policies. References, tables and figures are provided. An appendix shows the computer output from the hierarchical linear modeling program. (PN)

ED 270 506   TM 860 396

Pfeifer, R. Scott

Integrating Teacher Evaluation and Staff Development: An Organizational Approach.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Apr 86

NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Administrator Attitudes; Educational Change; *Evaluation Criteria; *Feedback; Interviews; Labor Force Development; Management Systems; Qualitative Research; Research Methodology; School Districts; *Staff Development; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Teaching Skills

Prior research has documented the failure of both staff development and teacher evaluation practices in schools to serve as sources of accountability and improvement for teachers. Few districts coordinate these two aspects of a human resource management system. Using a concept of organizational control, this study employs a qualitative methodology involving elite interviews and document inspection to investigate the experiences of four school districts engaged in a process of evaluation reform. The function of staff development as a mechanism of input control is explored, and the impact on evaluation outcomes is examined. Each district used staff development resources to address the beliefs, attitudes, and skill levels of teachers and administrators that have impeded effective evaluation in the past. The availability of developmental resources that supported evaluative feedback so that teachers could act on the results appeared to be crucial to success. Teacher evaluation, approached in this manner, expands on traditional notions of

accountability and improvement that focus on the poor or marginal teacher. Maintenance of effective classroom performance becomes a legitimate goal of evaluation. These tentative findings suggest that a single teacher evaluation system, properly conceived, may be able to simultaneously serve as a source of accountability and improvement for teachers. An appendix describes the methodology employed in the study. (Author/PN)

ED 270 519 UD 024 915

Work and Poverty: The Special Problems of the Working Poor. Hearing before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session, December 12, 1985.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 86
NOTE- 144p.; Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employed Women; *Employment; Employment Statistics; Federal Aid; *Job Training; Minimum Wage; Minority Groups; *Poverty; Poverty Programs; Welfare Services; Work Attitudes; Workers Compensation

At this hearing questions of unemployment compensation, job training, minimum wage, and statistics gathering of the Bureau of Labor Statistics were considered. Points made included the following: while minorities are overrepresented among the poor, most poor people are white; most poor people are also women, possibly because they have less access to training for better paying jobs; and expansion of the Earned Income Tax Credit Program (EITC) could substantially alleviate the financial burdens of the working poor. An economics professor from Bowdoin College addressed the question of whether many of the poor could work but don't. Testimony was also heard from representatives of various organizations such as the Children's Defense Fund, Nine-to-Five, and Women's Work Force Network Division, Wider Opportunities for Women, Inc. There was also testimony from a professor at the Columbia University School of Social Work and a Massachusetts congressional representative. Letters and prepared statements are included. (CG)

Adlai E. Stevenson High School Bilingual Education and Career Awareness Program 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 46p.; For 1983-84 OEA Report, see UD 024 874.
GRANT- G00-830-2767
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *Business Education; Career Awareness; English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; *Secondary School Curriculum; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- New York (Bronx)

The Bilingual Education and Career Awareness Program (BECA) at Adlai E. Stevenson High School, The Bronx, completed the second of its 3-year funding cycle in June 1985. BECA offered a bilingual academic program with a business-technology (industrial arts) emphasis to 254 Hispanic ninth through twelfth graders of limited English proficiency (LEP) from Spanish-speaking homes. Main goals include increasing students' English and Spanish language proficiency, helping meet graduation requirements, developing career awareness and vocational aims, improving attendance, and lowering suspension rates. Full-year courses at three levels were offered in English as a second language (ESL), English reading, and Spanish for native speakers, along with a one-semester transitional course, and four one-semester enrichment courses for advanced students. Program objectives were assessed in English language and native language development, bilingual industrial arts and business education classes; and attendance and suspension rates. Objectives were met for English and Spanish language development, passing rates in business and industrial arts classes, attendance and suspension rates. Recommendations include: (1) hire a clerical staff member; (2) analyze low enrollment in some industrial arts courses; (3) increase activities of parental advisory committee; (4) implement previous recommendations; and (5) give first priority to strict compliance with program proposal. (MCK)

ED 270 359 SO 017 175

De Tray, Dennis
Schooling Policy in Malaysia.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
REPORT NO.- ISBN-0-8330-0629-0; Rand-R-3147-AID
PUB DATE- Jan 85
NOTE- 30p.
GRANT- AID/OTR-G-1822
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, California 90406-2138 (Order No. R-3147-AID, $4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; Attendance Patterns; Education; Educational Assessment; Educational Demand; Educational Improvement; Educational Planning; *Educational Policy; Educational Research; *Educational Status Comparison; Equal Education; *Field Studies; Secondary Education; Social Mobility; Urban Education; *Womens Education
IDENTIFIERS- *Malaysia

This paper presents the educational implications of an empirical study aimed at establishing current attendance rates, identifying the factors that influence attendance, and understanding how important these factors are for different groups in the Malaysian population through simulations and projections. Part 1 introduces the design and development of the study for policy makers and its varying significant influences enabling the balance of objectives, costs, and priorities to improve education. Part 2 briefly describes the policy initiatives Malaysia has used to pursue its educational objectives and the trends in educational levels that influenced those objectives. Part 3 discusses the problems for assessing policy effects over the short term and briefly describes the study's data base and methodology. Part 4 presents the findings on attendance levels, the factors affecting them, and the effects that future policy initiatives could have on the major population groups. Six bar graphs are included. (TRS)

ED 270 405 SP 027 611

Saunders, Robert; Smith, Dennie L.
An Alternative Teacher Preparation and Certification Program (Lyndhurst Program).

PUB DATE- 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; *Internship Programs; *Liberal Arts; Mentors; Program Development; Secondary School Teachers; State Programs; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Alternative Teacher Certification; *Tennessee

The Lyndhurst Fellowships at Memphis State University and the University of Tennessee at Knoxville were developed in cooperation with the Tennessee State Department of Education as alternative methods for the certification of secondary school teachers. Instead of the normal 4-year teacher preparation program, Lyndhurst offers for those with baccalaureate degrees in the arts and sciences, a 1-year internship to earn teacher certification. Academically talented persons are recruited for the accelerated and clinically based teacher preparation program. There is an intensive 10-week summer program, and fellows also participate in microteaching laboratories, classroom observation, peer teaching, materials development, and other activities which are designed to put into practice the theories of teaching and learning. Interns begin teaching on a two-thirds basis and attend an ongoing seminar which provides mentoring by a team of liberal arts and education professors who emphasize the blending of subject matter competence with teaching skills. (CB)

ED 270 421 SP 027 652

Egginton, Everett
The Use of National Survey Data in Teaching Methods of Survey Research.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Curriculum Development; Data Analysis; Data Collection; Higher Education; Measurement Techniques; National Surveys; *Research Methodology; *Surveys; *Teaching Methods

A description is given of a college course in survey research and attitudinal measurement offered by the School of Education at the University of Louisville. The graduate level course focuses on the principles of social research; survey research methods; and data analysis, interpretation, and application. National survey data are used to teach all facets of index and scale construction, including item selection and analysis and internal and external validation for a variety of different kinds of indexes and scales. Through the use of national survey data, students are also able to: (1) apply principles of survey research to studies conducted at a national level; (2) analyze data from national surveys which include relatively large numbers of respondents; (3) gain insight into how questionnaires are constructed for very large and disparate samples; and (4) use a mainframe computer. This paper first describes the course, its background, and its syllabus; it then describes briefly two methods of increasing student participation; and finally, it describes in specific terms and with examples how national survey data are used to teach index and scale construction. (Author/JD)

ED 270 437 SP 027 706

Profile II--Teacher Education Students. Academic Year 1981-82. General Frequency Report. Report No. 4 in the Iowa State University Teacher Education Evaluation Project, August 1982.

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

PUB DATE- Aug 82
NOTE- 48p.; For related documents, see SP 027 704-705.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; *Student Attitudes; Student Characteristics; *Teacher Education Programs
IDENTIFIERS- *Iowa State University

In 1979 the Research Institute for Studies in Education (RISE) began work to develop a comprehensive model for evaluating teacher education programs at Iowa State University. As an initial step in this comprehensive evaluation effort, RISE began compiling a profile of students in teacher education at the univesity. This profile includes descriptive data on student personal, academic, and program characteristics at three major points in their careers as teacher education students: (1) students enrolled in their first education course during the academic year 1981-1982; (2) students enrolled in and admitted to teacher education as of April 1982; and (3) students graduating from teacher education, academic year 1981-1982. Results are presented on tables accompanied by brief narrative summaries. (JD)

ED 270 535 UD 024 935

Walker, Elaine M.
The Impact of Schooling on Minority Adolescents' Mobility Aspirations.
PUB DATE- Apr 86
NOTE- 44p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Goal Orientation; High Schools; *Hispanic Americans; *Occupational Aspiration; *School Role; *Social Mobility; Socioeconomic Status; *Student Educational Objectives; Student Motivation; Urban Schools

The relationship of minority groups' social class membership, their development of mobility goals, and the role of school tracking was examined through a survey of 350 Black and Hispanic high school students. A model was posited embodying the hypothesis that, among minorities, successful cognitive experiences in school contribute to the variations in the level of occupational and educational goals held. It was argued that the meritocratic ideology on which the educational system rests, and its internalization, lead individuals to equate certain levels of cognitive success with the ability to do well in society. It was also suggested that "others" (parents, peers, and teachers) partake of this ideology and consequently develop expectations for the individual based on his cognitive success. The more experiential outcomes of schooling, such as the adolescent's evaluation of opportunities, would be determined by cognitive performance and, in turn, would determine the range of mobility goals held. These theoretical speculations were substantiated by the data, but discernible differences were found to exist between Blacks and Hispanics. The model destination in terms of post-secondary education and occupational goals was significantly lower for Hispanics than Blacks, although there were no differences in cognitive achievement between the groups. It is recommended that caution be used by educators in labeling students negatively and tracking them into low appreciation situations since such stereotyping can permanently undermine their ability to achieve. (KH)

ED 270 374 SO 017 203

Krepon, Michael
Arms Control: Verification and Compliance. Foreign Policy Association

Headline Series, No. 270.

Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-093-9
PUB DATE- Oct 84
NOTE- 71p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $3.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Disarmament; *Foreign Policy; Government Role; Instructional Materials; *International Relations; National Defense; Nuclear Warfare; *Peace; Secondary Education; Treaties; Units of Study
IDENTIFIERS- USSR; *Verification; Weapons

One in a series of booklets whose purpose is to stimulate greater and more effective understanding of world affairs among Americans, this five-chapter report is geared to the nonexpert wanting to know more about the complex topics of verification and compliance with arms control agreements. "Basic Concepts of Verification" examines the debate of assessment and analysis of military knowledge and technical means. "The Politics of Verification" looks at adequate, effective, and intrusive verification measures. "Soviet Views on Verification" traces the Russian attitude on verification. "Treaty Compliance" reflects the deep divisions of opinion by both sides. "Compliance Diplomacy" examines the future contingencies on compliance problems. The "Talking It Over" section offers questions for students and discussion groups. The report includes maps, glossary, and a reading list. (TRS)

ED 270 389 SP 027 007

Garcia, Peter A.
A Study on Teacher Competency Testing and Test Validity with Implications for Minorities and the Results and Implications of the

Use of the Pre-Professional Skills Test (PPST) as a Screening Device for Entrance into Teacher Education Programs in Texas.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 144p.
GRANT- NIE-G-85-0004
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Educational Legislation; *Minimum Competency Testing; *Minority Groups; Teacher Certification; *Teacher Evaluation; *Test Reliability; *Test Validity
IDENTIFIERS- Texas

The educational reform movement has brought a mandate to test prospective teachers from training entry through exit and certification. Concentrating upon recent literature, this report explores current trends and policies in teacher testing. A review of what tests measure and how tests are being used is included. The negative impact of testing on the minority teaching populations is stressed. Underrepresented in the current teaching force, ethnic minorities are projected to become majority student populations in states like Texas and California. Causes of failure of ethnic minorities, remediation efforts in some states, and legal decisions which have played a major role in the reform movement and in testing are reviewed. Solutions being applied to the testing reform movement are discussed with futuristic planning which could bring about better cooperative efforts in a national climate of great diversity in the 50 states. The results of a national survey on the use of teacher tests and their impact on ethnic minorities are included. The final part of the study is a review and critique of the validation process done in Texas to support the use of the Pre-Professional Skills Test as an entrance examination for teacher education programs. Conclusions are drawn on legal and ethical issues in testing and the fairness of current tests in regard to minority teachers. A 17-page list of references, charts and graphs providing information on the current status of testing in the United States, and the survey instrument are appended. (Author/JD)

ED 270 453 SP 027 734

Stoddart, Trish; And Others
Some Reflections on the Honorable Profession of Teaching.
California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Berkeley, CA.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Aug 84
NOTE- 34p.
AVAILABLE FROM- Policy Analysis for California Education, 3659 Tolman Hall, School of Education, Berkeley, CA 94720 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Policy; Higher Education; Preservice Teacher Education; *Program Improvement; Schools of Education; *State Standards; *Teacher Certification; *Teacher Education Programs; Teacher Salaries
IDENTIFIERS- California

This monograph presents analyses of some of the factors that impinge upon the quality of schooling in California. The first section addresses teacher certification and professional standards; it touches briefly upon the matter of raising teacher salaries and improving teacher career structures. The teacher's role in classroom quality control is considered in section two. Findings are presented from studies on teacher behavior and pupil progress and students' involvement with the learning process. In the third section, the selection of teachers is discussed within the framework of the decline of teacher quality and state approval of teacher education programs. The state's role in assuring teacher academic competence is considered with recommendations on examinations for teacher candidates and entrance requirements for teacher education programs. The fourth section examines state policy in the preparation of teachers with recommendations on restructuring schools of education and facilitating the entry of first year teachers. The final section explores how to retain good teachers in the classroom. Five recommendations for improving teacher preparation programs and the teaching profession are offered. A four-page bibliography concludes the document. (JD)

ED 270 466 TM 860 344

Berens, Anne E.
Local Development and Use of a Student Evaluation Resource Document in Response to an Unelaborated Ministry Requirement.

PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; Educational Philosophy; Educational Planning; Educational Strategies; Educational Testing; Elementary Secondary Education; Foreign Countries; Information Utilization; Learning Strategies; Measurement Techniques; Outcomes of Education; *Program Effectiveness; Standardized Tests; *Student Evaluation; *Testing Problems; *Testing Programs
IDENTIFIERS- *Making the Grade Eval and Reporting Student Prog; *Ontario Assessment Pool Instrument; Ontario Department of Education (Canada)

This paper reviews changes in the philosophy of student evaluation over time as reflected by the elimination of the standardized testing program originally administered by the Ontario Ministry of Education. It presents the development of a more student oriented approach to evaluation as reflected in recent Ministry issued curriculum documents. It contrasts with this the apparent philosophy underlying the suggested use of the Ministry developed "Ontario Assessment Instrument Pool" (OAIP), a bank of assessment instruments for the re-implementation of province-wide testing. The Etobicoke Board of Education's (EBE) response to a perceived need within the system was to develop a resource document on student evaluation: "Making the Grade, Evaluating and Reporting Student Progress." It is a statement of (1) the philosophy of the EBE in regard to education and its outcomes as well as student evaluation; and (2) the responsibilities of the system, the schools and the teachers in regard to evaluating student progress. It also fills the unelaborated Ministry requirements as stated in curriculum documents for student assessment and evaluation. However, it stands in opposition to the philosophy that would see OAIP used for province-wide testing. (Author/PN)

ED 270 480 TM 860 362

Hwang, Chi-en; Cleary, T. Anne
Comparing the IRT Pre-equating and Section Pre-equating: A Simulation Study.
PUB DATE- Apr 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; *Equated Scores; *Latent Trait Theory; Mathematical Models; *Sample Size; Statistical Studies; *Test Construction; Test Items; *Test Length
IDENTIFIERS- *Pre Equating (Tests); *Section Pre Equating (Tests)
The results obtained from two basic types of pre-equatings of tests were compared: the item response theory (IRT) pre-equating and section pre-equating (SPE). The simulated data were generated from a modified three-parameter logistic model with a constant guessing parameter. Responses of two replication samples of 3000 examinees on two 72-item tests were generated. Tests of various numbers of non-operational items were simulated by ignoring certain item responses of the examinees. Smaller samples were drawn from the large pool. The analyses involved equating the two tests with five different lengths of non-operational test sections (12 to 48 items) and six different sample sizes (300 to 3000) using both the IRT and SPE methods. Results suggested greater accuracy for both IRT and SPE when sample sizes were larger than 1500 and longer tests were used. For smaller samples and shorter tests, however, the IRT results were less satisfactory than those of SPE. The results suggested that SPE may provide more accurate equating than the IRT method when small samples (under 1000) and shorter tests (under 90 items) are necessary. (Author/GDC)

Yu, Elena S. H.; And Others
Asian American Education in Illinois: A Review of the Data.
Pacific/Asian American Mental Health Research Center, Chicago, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield.; National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 28 Feb 86
NOTE- 182p.
CONTRACT- MY5007
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Bilingual Education; Dropouts; *Educational Attainment; Educational Status Comparison; Employment Opportunities; *English (Second Language); Enrollment; Income; Population Trends
IDENTIFIERS- *Illinois

This report presents a review of the condition of Asian American education in Illinois and educational and occupational problems of Asian Americans nationwide. The data on Illinois Asian Americans was collected from the public school fall enrollment and housing report, end of year report, public school bilingual census, and selected 1980 census data for school districts with high Asian/Pacific Islander student enrollment. In addition, the report draws on testimonies presented at a community forum on Educational Issues concerning Asian Americans jointly sponsored by the Illinois State Board of Education and the Illinois Asian American Advisory Council to the Governor held on July 2, 1985, at Truman College in Chicago. Evidence demonstrates that in comparison with whites, Asian Americans are usually disadvantaged; and that there is great diversity in educational and occupational achievement within the Asian American community, usually based on economic status and length of time in the United States. An analysis of findings from the data sets is reported against the backdrop of testimonies from concerned parents, teachers, and community leaders. Findings from S.A.T. results and other special sample surveys are included. Recommendations are made on how to improve the usefulness and quality of data routinely collected by the Board of Education in order to give Asian Americans equal access to the educational and employment opportunities afforded other Illinois residents. Extensive statistical tables and charts as well as references are provided. The appendix consists of a transcript of the July 1985 Chicago forum. (CG)

ED 270 550 UD 024 956

The New York City Staff Development Program for Bilingual Early Childhood Teachers 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 34p.

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Early Childhood Education; English (Second Language); *Inservice Education; Limited English Speaking; Staff Development; Teaching Methods

IDENTIFIERS- New York (Brooklyn)

This Staff Development Program is the first attempt to provide thematic, in-service workshops to large numbers of early childhood bilingual teachers throughout New York City. The main themes were: curricula, reading readiness and reading instruction, second language instruction through content areas, and instructional skills and strategies for teaching limited English proficient (LEP) students. Using quantitative and qualitative data, this document describes and evaluates the planning and implementation of the training sessions, and assesses the program's effectiveness in accomplishing its objectives. Participant satisfaction ratings were somewhat positively related to self-ratings of Spanish and English proficiency and, to a lesser extent, educational background. Participants were enthusiastic about the organization and administration of the training, the high quality of the presenters, and the links made between theoretical information and practical application. Recommendations include: (1) a follow-up survey questionnaire to see if training resulted in classroom implementation of strategies; (2) continued assessment of the needs of bilingual, English as a second language, and specialized content area teachers, administrators and counselors working with LEP children; (3) tighter screening to ensure qualified participants only; (4) increasing interaction between presenters and participants; and (5) elimination of the proposed achievement objective. (ETS)

ED 270 360 SO 017 176

Smith, Douglas C.
Academocracy: A Critical Analysis of Higher, Adult and Non-traditional Education in Contemporary Taiwan.

PUB DATE- Apr 86
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Asian Studies; *Comparative Education; Educational Philosophy; *Foreign Countries; Guidance Centers; Higher Education; *Nontraditional Education; Rural Areas; Rural Education; Schools; Special Education
IDENTIFIERS- *Taiwan

Traditional and non-traditional educational systems in Taiwan are examined. Section one, "The Confucian Continuum," includes the first seven chapters which discuss Terra Incognita, the intellectual continuum-Chinese educational philosophy, John Dewey, traditional education in Taiwan, academocracy in Taiwan, the Ta-Yuan Hsiang's Community Education System, and entrance exams, past and present. Section two, "Non-Traditional Education in Taiwan," includes chapters 8 through 15. Chapters 8 through 11 discuss the "Teacher Chang" Counseling Center Evening Education: the Taiwan Experience, The Farmers Association and agricultural extension in Taiwan, and 4-H Clubs programs. Chapter 12 emphasizes youth by examining the China Youth Service Association and the Youth Guidance Service. Chapter 13 presents new frontiers in non-traditional education including education-of-the-air and environmental education. Chapter 14 examines the Academia Sinica, and finally, chapter 15 explores special education in Taiwan. (RSL)

ED 270 438 SP 027 707

Warren, Richard D.; Lagomarcino, Virgil S.
Attitudes and Opinions about Iowa Education. General Frequency Report for a Statewide Study of the General Public. Report No. 2 in the Project: Education in Iowa--Attitudes and Opinions of the General Public.
Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
PUB DATE- Apr 81
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; Elementary Secondary Education; *Public Opinion; *Public Schools; *School Effectiveness
IDENTIFIERS- *Iowa

A study of 760 individuals was conducted in Iowa to discover attitudes towards public elementary and secondary education. The primary focus was to measure the attitudes and opinions of the general public regarding the nature, quality, and organization of education. A secondary goal was to identify concerns and problems, as well as to suggest possibilities for improvement. Data include characteristics of the sample; grades (ratings) for schools, colleges and universities, educational agencies and organizations, and local school boards and parent-teacher organizations; evaluations of specific programs; personal characteristics of the best teacher; goals of public education; and opinions of what schools are doing best. (JD)

ED 270 494 TM 860 380

Gifford, Bernard R.
Excellence and Equity in Teacher Competency Testing: A Policy Perspective.

PUB DATE- 18 Apr 86
NOTE- 32p.; Paper presented at the Invitational Conference of the National Evaluation Systems (San Francisco, CA, April 18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competency Based Teacher Education; Educational Policy; Educational Trends; Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Occupational Tests; Racial Differences; Scores; State Programs; State Standards; *Teacher Certification; Teacher Evaluation; Teacher Improvement; *Teacher Qualifications; Teacher Recruitment; *Teacher Supply and Demand; *Test Bias; Testing Problems; Testing Programs; Test Validity
IDENTIFIERS- California Basic Educational Skills Test; Florida Teacher Competency Examination; National Teacher Examinations; *Teacher Competency Testing

Trends in teacher competency testing, test bias against minority group teachers, and ways to encourage qualified personnel to join the teaching profession are discussed. Currently, 21 states require students to pass a test to enter a teacher education program, and 31 require teacher candidates to pass a certification test. Admission tests include the Scholastic Aptitude Test, American College Testing Program, California Achievement Test, Pre-Professional Skills Test, National Teacher Examination (NTE) core battery, and state tests. Certification tests include the NTE core battery and specialty tests, and state tests such as the California Basic Educational Skills Test. Criteria for admission to a teacher education program affect enrollment patterns. Minority groups' high failure rates on teacher certification tests reflect two ominous trends: talented minority students' decreased interest in becoming teachers, and the overall decline in quality of all college graduates. A number of critics have questioned the NTE's validity in predicting effective teachers, as well as its fairness for minorities. Three steps are proposed to remedy these problems: (1) early recruitment and intensive training of minority and low income students who wish to teach; (2) selection of highly qualified teaching professionals; and (3) identification of and rewards for outstanding teachers. (GDC)

ED 270 507 TM 860 449

Annotated Bibliography of Studies Using Data from High School and Beyond. A National Longitudinal Study for the 1980's. Contractor Report.

National Opinion Research Center, Chicago, Ill.

SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-205
PUB DATE- Dec 85
NOTE- 279p.
CONTRACT- 300-82-0273
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Software; *Databases; *Educational Assessment; *Educational Research; Grade 10; Graduate Surveys; High Schools; High School Seniors; Longitudinal Studies; National Surveys; *Research Utilization
IDENTIFIERS- *High School and Beyond (NCES)

High School and Beyond (HS&B) is a longitudinal study, sponsored by the Center for Statistics (CS), of nationally representative samples of high school sophomores and seniors of 1980. In the 1980 base year survey questionnaires and cognitive tests were administered to over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private schools. Follow-up surveys were conducted in 1982 and 1984. This annotated bibliography contains 276 references to journal articles, papers, and books (published as of June 30, 1985) that use HS&B data. Each reference includes complete publication data, up to eight topic entries (key words), and an annotation. The bibliography includes CS publications, and references downloaded from Educational Resources Information Center (ERIC), Dissertation Abstracts, Sociological Abstracts, National Technical Information Service (NTIS) and U.S. Government Printing Office (GPO) data bases. The HS&B bibliography was developed using a microcomputer-based bibliographic information program called

REF-11. The two REF-11 data fields are described in Part I, Guide for Users. Part II contains entries arranged alphabetically by first author. Part III contains the most recent additions. Part IV lists topics used in the REF-11 topic field. Part V contains a compilation of the references in bibliographic format plus an author index. This HS&B bibliography is updated on a continuing basis. (BS)

UD

ED 270 406 SP 027 617

Menges, Robert J.
Colleagues as Catalysts for Change in Teaching.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; *Educational Change; *Feedback; Higher Education; *Peer Evaluation; Preservice Teacher Education; Teacher Educators

This paper discusses the use of colleagues as consultants or catalysts in the teaching improvement, or change, process. The paper covers four topics in this area: (1) the recipient of feedback; (2) the relationship between the feedback giver and the feedback receiver; (3) the feedback message; and (4) costs of feedback programs. Although the effectiveness of using colleagues as consultants in the teaching improvement process has yet to be validated experimentally in terms of student outcomes, faculty participants in such programs report high satisfaction, increased motivation, renewed interest in teaching, and increased interaction with other faculty members. (CB)

ED 270 422 SP 027 653

Roweton, William E.; Wright, Carol B.

Teacher/Researcher Collaboration in an Age of Organizational Development.

PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Action Research; *Educational Cooperation; Educational Research; *Educational Researchers; Elementary Secondary Education; Research and Development; *Teachers; *Theory Practice Relationship

Most agree, in general, that educational research benefits American schools. However, the specific relationship between research and application remain poorly cultivated, and too little educational research is actually utilized by classroom teachers. This paper selectively reviews the intricate association between educational researchers and American practitioners and focuses on models of professional collaboration. Educational research will be more generously applied if researchers, research institutions, teachers, and schools would realistically accommodate one another. A four-page list of references is included. (Author)

ED 270 375 SO 017 211

English, Raymond
Constitutional Democracy vs. Utopian Democracy. Ethics and Public Policy Essay 42.

Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-069-9
PUB DATE- Feb 83
NOTE- 20p.
AVAILABLE FROM- Ethics and Public Policy Center, 1666 Connecticut Avenue NW, Washington, DC 20009 (1-19 copies, $1.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communism; *Democracy; Democratic Values; Dogmatism; *Government (Administrative Body); *Political Science; *Socialism; Social Systems; *Totalitarianism
IDENTIFIERS- French Revolution; Rousseau (Jean Jacques); United States Constitution

Democracy has always been prone to self-destruction, and it was only after the American Civil War that democracy--or at least constitutional representative government--acquired a respectable reputation. There are two very different types of democracies each with its underlying philosophy, value system, and view of human nature. These are constitutional democracy and utopian democracy. The contrast between the American Revolution and the French is in essence the difference between the two types of democracy. The American Revolution strove to preserve English rights and legal institutions, and the old English tradition of the rule of law was made more rigid in the American governmental system. The old Judeo-Christian view of imperfect human beings was implicit in the Constitution. The French Revolution began with a vision of the liberation of mankind and ended in a military dictatorship. The utopian view of human nature is an embodiment of Jean-Jacques Rousseau's philosophy that assumes human beings are naturally good, generous, sociable, and peaceful. Constitutional democracy is less concerned with end results than is utopian democracy. The former is concerned with equal opportunity, not with equality in results or performance. Both types of democracy--especially in developing countries--have the potential to deteriorate into totalitarian regimes. (BZ)

ED 270 390 SP 027 173

Proceedings of the Annual Southwest Park and Recreation Training Institute. (30th, Kingston, Oklahoma, February 3-6, 1985).

Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.

PUB DATE- Feb 85

NOTE- 76p.; For earlier proceedings, see ED 211 495 and ED 231 773.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Energy Conservation; *Parks; *Recreational Facilities; *Safety; Turf Management; *Water Resources

This monograph presents brief summaries of workshops held at this conference. Workshop topics were: (1) Public Relations--Ideally Cost Effective; (2) Fund Raising through Park Operations; (3) Recent Computer Applications in Colorado and Texas; (4) Enterprise Funds: Funding for Enterprising Departments; (5) Coping with Change; (6) Implementing Employee Fitness Programs; (7) Texas Resources; (8) Urban River Development; (9) Recreational Use of the Tangipahoa River; (10) Human Development; (11) Tenacity and Branch Water; (12) Private/Public Sector: Cooperative Planning, Development and Maintenance of Trails; (13) Ornamental Fountain Maintenance and Operation; (14) Growing Pains--Redevelopment and Maintenance; (15) Interesting Park Designs around the World; (16) Management Information Systems for Equipment and Grounds Maintenance; (17) Program Reduction/Budge Cuts: "It Will Never Happen to Me"; and (18) Design Implications of Playgrounds. Notes on the general session meeting are included. (JD)

ED 270 454 SP 027 831

Tomorrow's Teachers: A Report of The Holmes Group.
Holmes Group, Inc., East Lansing, MI.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Education, Washington, DC.; Ford Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.; New York Times Foundation, N.Y.
PUB DATE- Apr 86
NOTE- 101p.
AVAILABLE FROM- The Holmes Group, Inc., 501 Erickson Hall, East Lansing, MI 48824-1034 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Admission Criteria; *Educational Change; *Educational Improvement; Higher Education; *Institutional Role; *Preservice Teacher Education; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Holmes Group

The Holmes Group, a consortium of deans and a number of chief academic officers from research institutions in each of the 50 states, is organized around the twin goals of the reform of teacher education and the reform of the teaching profession. Members of the group represent colleges of teacher education that are the leading research institutions in their respective states and regions. The study and consensus-building deliberations of this group over the past several years culminated in the release of this report. Necessary guidelines for the future work of the reform-minded group emerged during this period of intense discussion and consultation. A common agenda, shared understandings, and a broad outline for action commitments have been defined. The shared goals, understanding, and action commitments described in the body of this report will guide the refinement and gradual implementation phase of the consortium, bringing great specificity to the standards development work across the next several years. The stated goals of The Holmes Group are to: (1) make the education of teachers intellectually more solid; (2) recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work; (3) create standards of entry to the profession; examinations and educational requirements that are professionally relevant and intellectually defensible; (4) connect the group's institutions with schools; and (5) make schools better places for teachers to work and learn. Appendices include a description of The Holmes Group, lists of participants, and working drafts of goals for The Holmes Group standards. (JD)

TM

ED 270 467 TM 860 346

Byrne, Barbara M.; Shavelson, Richard J.

On Gender Differences in the Structure of Adolescent Self Concept.

PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescents; English Instruction; Females; Foreign Countries; Goodness of Fit; Grade 11; Grade 12; *Grades (Scholastic); High Schools; Males; Mathematics Achievement; Secondary School Mathematics; *Self Concept; Self Concept Measures; *Sex Differences; Statistical Analysis
IDENTIFIERS- Ontario (Ottawa)

This study examined the structure of adolescent self-concept (SC) structure for males and females by using three different measures of each SC facet in a covariance structure analysis of the data. Specifically, the purposes of the study were to: (1) test the hypothesis of the invariance of a multidimensional, hierarchical SC structure for males and females; (2) test the invariance of the discriminability of SC from academic grades for males and females; and (3) examine gender differences related to general SC, academic SC, English SC, mathematics SC, and grades in English and mathematics. The original sample consisted of 991 grade 11 and 12 students from two suburban high schools in Ottawa, Canada. Following deletion of missing data, the final sample size was 832 (412 males, 420 females). Different SC structures were found for males and females. The number and nature of the facets of SC were similar, but the hierarchical relations among the facets differed. Moreover, grades could be discriminated from their corresponding subject-specific SCs (i.e., subject-specific SC is not an alternate report of grades). Finally, girls obtained higher grades in English and mathematics than boys, but their mathematics SCs were significantly lower. (PN)

ED 270 481 TM 860 363

Shale, Doug
The Combined Effect of Personalized Appeal and Pre-Coding of Personal Data on Questionnaire Returns.

PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correspondence Study; Data Collection; *Dropout Characteristics; Dropout Research; Factor Analysis; Followup Studies; Foreign Countries; Higher Education; *Letters (Correspondence); Participant Characteristics; Questioning Techniques; *Questionnaires; *Response Style (Tests); Student Attitudes
IDENTIFIERS- *Mail Surveys; *Response Rates (Questionnaires)

Factors affecting the return rate of a mailed questionnaire were investigated. A survey was mailed to 196 students who had dropped out of home study courses offered by a distance education university. The effects of personalizing the cover letter and of including anonymous pre-coded personal information on the questionnaire were studied in a 2 X 2 factorial design which also allowed for an interaction effect. Reminder cards were sent two weeks later. All questionnaires contained pre-coded personal data. There were four treatment conditions: (1) personal letter and no option to remove pre-coded personal data; (2) personal letter and option to remove data; (3) formal letter and no option to remove data; and (4) formal letter and option to remove data. Thirty-nine percent of the questionnaires were returned. Results showed no interactive effect between the kind of cover letter sent and whether or not subjects were given the option of tearing off the pre-coded personal data. In addition, respondents who were given the option to remove the pre-coded data did not exercise that option. There was no difference in the response rate according to the type of cover letter or whether or not pre-coded information could be removed. (GDC)

ED 270 521 UD 024 918

A Working Document on the Dropout Problem in Boston Public Schools.
May 1986.

Boston Public Schools, Mass.

PUB DATE- May 86
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; *Dropouts; Early Parenthood; Elementary Secondary Education; Nontraditional Education; Poverty; Remedial Programs; Socioeconomic Status; *Urban Schools; Work Study Programs
IDENTIFIERS- *Massachusetts (Boston)

This study concerns school dropouts in the Boston Public School system. It is divided into three sections which deal with: (1) a review of research studies on the causes of school dropout; (2) statistical analysis of the Boston situation by race and ethnic origin, gender, grade, and location; and (3) a review of prevention/intervention programs, such as social support programs, remedial education programs, alternative programs, and work study programs. A final section provides suggestions for additional readings. Reasons why students drop out were identified as follows: (1) poverty and lower socio-economic status; (2) school failure; (3) early pregnancy, lateness and truancy, delinquency, probation, and suspensions; and (4) alienation from school. The data is presented in the form of graphs and charts with analyses accompanying each exhibit. A bibliography is included. (CG)

ED 270 536 UD 024 936

Johnston, William J.; Pyecha, John N.
School District Merger in Metropolitan Areas: Report of a Feasibility Study in North Carolina.
Research Triangle Inst., Research Triangle Park, N.C.
PUB DATE- Apr 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Centralization; *County School Districts; Educational Quality; Elementary Secondary Education; Enrollment; *Local Issues; *Mergers; Rural Schools; *School District Reorganization; Urban Schools
IDENTIFIERS- *North Carolina (Guilford County)

This paper outlines an attempt to include analysis of political, economic, and social considerations within a study of the feasibility of a school district merger in Guilford County, North Carolina. The paper is divided into three sections, the first of which discusses major conditions in each of three school districts in the county. Two of these districts are urban and city-run (High Point City and Greensboro); the third is rural and county-run. Merger of the districts has been an issue for at least a decade; each experienced declining enrollments, and the two city systems have been faced with increasing proportions of minority students as whites move into the county system following suburban development. Furthermore, the distribution of lower SES students is not equitable between the districts, which creates conditions of unequal resource needs and curricular requirements. Section II describes the research strategies used and major issues addressed in the study. The study consisted of two phases: Phase I identified the range of issues and questions surrounding merger among county and city residents, and Phase II addressed these issues in light of mergers in other places. The five study questions adopted concerned: costs; community schools; administrative centralization; declining enrollments and changing tax bases and pupil populations; and unified commitment to education. Section III summarizes major recommendations and the methodology used to disseminate study findings. Reasons for the research group's recommendations of merger into a single system are discussed. (KH)

ED 270 551 UD 024 957

Seward Park High School Project CABES 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 66p.; For 1983-84 OEA Report, see ED 269 543.
GRANT- G00-830-2143
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *Career Education; *Dropout Prevention; Economically Disadvantaged; English (Second Language); High Schools; High School Students; Hispanic Americans; Native Language Instruction; *Secondary School Curriculum; *Vocational Education
IDENTIFIERS- New York (Manhattan)

Career Advancement through Bilingual Educational Skills (Project CABES) completed the second year of a 3-year funding cycle at Seward Park High School on Manhattan's Lower East Side. Project CABES serves 233 recently immigrated, predominantly low-income, ninth through twelfth grade, Hispanic students of limited English proficiency (LEP). Included in the career-oriented curriculum are courses in employability skills, typing and word processing, and bilingual career workshops. Content-area courses, taught in the students' native language (Spanish), and intensive English as a second language (ESL) courses comprise the other curriculum components. Support services included counseling, peer tutoring, referrals to outside agencies, cultural and extracurricular programs, staff development and parental involvement activities. Primary objectives are increased achievement in English and Spanish proficiency, mathematics, science, social studies, and career advancement subjects; improved attendance; and lower dropout rates. Quantitative analysis indicates objectives were fully met for ESL, Spanish reading, career advancement courses, attendance and dropout rates, but not for content-area courses. Secondary objectives were partially met for staff development and parental involvement. Recommendations ask the school administration to increase space allocation and project administrators to consider alternatives to the current simultaneous translation model of bilingual instruction. (MCK)

ED 270 361 SO 017 178

Jewish Studies: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
REPORT NO.- ISBN-0-7717-0154-3
PUB DATE- 85
NOTE- 25p.; Document contains small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Anti Semitism; Biblical Literature; *Culture; *Demography; Ethnic Groups; Instructional Materials; International Crimes; *Jews; *Judaism; Minority Groups; Nazism; Philosophy; Refugees; Religious Cultural Groups; Religious Discrimination; Resource Materials; War; *Yiddish
IDENTIFIERS- *Jewish Studies

An annotated bibliography to the reference sources for Jewish Studies in the McLennan Library of McGill University (Canada) is presented. Any titles in Hebrew characters are listed by their transliterated equivalents. There is also a list of relevant Library of Congress Subject Headings. General reference sources listed are: encyclopedias, handbooks, language dictionaries, specialized dictionaries, directories, yearbooks, biographical dictionaries, and periodical indexes. Bibliographic sources listed are: bibliographic guides, library catalogues, general bibliography, and special subject bibliographies. Subjects included and further subdivided are: history, Bible, Talmud, Rabbinic literature, language and linguistics, and sociology. (BZ)

ED 270 407 SP 027 618

Williams, Audrey Y.
A Profile of Black Female Administrators at a Large Urban Public University.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; Administrator Role; *Blacks; *College Administration; *Females; Higher Education; Job Satisfaction; Work Experience

Data are presented from a survey of black female college administrators conducted in the 1984-85 academic year at the City University of New York. Fifty-four women with the titles of vice-chancellor, college president, vice-president, dean, director, department chair, and assistant or associate to those titles, responded to the survey. Information was collected on: (1) age and family background; (2) educational background and salary; (3) work history; (4) work status; (5) current administrative title; (6) range of authority; (7) number of people supervised; (8) salary funding source; (9) percentage of time devoted to administration; (10) line or staff administrators; and (11) budget authority. The subjects were also asked how they found out about their current position. Administrative perceptions were identified through questions dealing with: pay equity; obvious path to higher level positions; the reason they were selected for their current position; their perceptions of the acceptance of their position; and feelings about being part of the central administrative team. (JD)

ED 270 423 SP 027 655

Smith, Ralph B.
Public School-University Partnership. Observations of a Dean.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Public Schools; *Schools of Education; Teaching Experience
IDENTIFIERS- Brigham Young University UT

Colleges of education are at a point in time when important decisions should be made about the nature and extent of their relationships with public schools on issues relating to teacher education. Presently, and for many years, colleges of education have seen the public schools as little more than places for student teachers to practice newly learned skills. University-public school relationships must be assessed and improved so that the two are equal partners in the business of preparing educators and renewing schools. Reforms proposed by the recent education reports for either the public schools or for teacher education progams will be of limited value and effect without fundamental changes in public school-university relationships. The program at Brigham Young University to improve the relationship of its college of education with the public school is briefly described. (CB)

ED 270 439 SP 027 709

Koehler, Virginia
University Supervision of Student Teaching. National Institute of Education Report No. 9061.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 26 Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; Field Experience Programs; Higher Education; Institutional Characteristics; Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; *Supervisory Methods; *Teacher Role; *Teacher Student Relationship

This study explored the beliefs, intentions, and knowledge bases of nine university supervisors and their sense of efficacy in relation to their performance as supervisors. The supervisors were attached to two teacher education programs based within two universities which differed in the structure of their teacher education programs and, to some extent, in the way student teaching was approached. Supervisors from one university had come up through the system as teachers, cooperating teachers, and then supervisors, and as a group were more experienced than the other group, which consisted of a full-time supervisor, a faculty member, and three graduate students. The study describes the supervisors' backgrounds, the teacher education program of which they were a part, their views of their place within that program, and their feedback to their student teachers. In interviews, the supervisors were questioned on their own experiences and attitudes toward teaching and student teaching, the role and activities of university supervisors, cooperating teachers, student teaching, and teacher education. A discussion is presented of various weaknesses in the supervision of student teachers, and conclusions are drawn on the positive or negative aspects of the relationships within the triad of student teacher, cooperating teacher, and university supervisor. (JD)

ED 270 495 TM 860 381

Brubaker, Hal; Partin, Ron
Implementing Effective Schools Research: The Audit Process High School Observations.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; Educational Assessment; *Educational Environment; Evaluation Criteria; Evaluation Methods; Evaluators; Expectation; *High Schools; Informal Assessment; *Institutional Evaluation; Interviews; *Naturalistic Observation; Organizational Climate; Parent School Relationship; School Administration; *School Effectiveness; State School District Relationship; Student Evaluation; Time on Task
IDENTIFIERS- Effective Schools Research; *Lorain City Schools OH; Ohio

During May of 1985, an external audit team was engaged by the Lorain (Ohio) City Schools to assess implementation of the seven correlates of an effective school. The correlates, developed by the Ohio State Department of Education, included: (1) a sense of mission; (2) strong building leadership; (3) high expectations for all students and staff; (4) frequent monitoring of student progress; (5) a positive learning climate; (6) sufficient opportunity for learning; and (7) home-school relations. All three high schools within the system were asked to rank order the correlates to reflect the specific values of an individual school. Objectives 3, 4, and 7 were emphasized. The audit team spent one day in each school to verify the extent to which each school had been successful in implementing the correlates. Methods of gathering data included interviewing faculty, counselors, students, and administrators, as well as informally observing classes in session, patterns of student movement, use of school facilities, and the interaction among students and between students and teachers. In addition to the observation, the following additional sources of data were examined: accrediting agency reports, school newsletters, local news coverage, and students' test scores. (Author/GDC)

ED 270 508 UD 024 841

Henderson, Anne T.; And Others
Beyond the Bake Sale. An Educator's Guide to Working with Parents.
Catholic Univ. of America, Washington, D.C.; Institute for Educational Leadership, Washington, D.C.; National Committee for Citizens in Education, Columbia, Md.
PUB DATE- 86
NOTE- 161p.; A joint effort of the National Committee for Citizens in Education, Family Impact Seminar at Catholic University and Institute for Educational Leadership.
AVAILABLE FROM- The National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044 ($8.95 softcover--ISBN-0-934460-22-1; $14.95 hardcover--ISBN-0-934460-27-2 plus $2.00 handling; postage paid if payment enclosed).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; *Parent School Relationship; *Parent Teacher Cooperation; *Teacher Attitudes

This book is a guide for educators to help them work with parents to improve schooling. It is particularly geared to dealing with some of the problems that have become greater in recent years owing to changes in family life such as high divorce rates, teenage parents, and working mothers. Chapter 1 deals with types of parent-school involvement, including activities that benefit the student, the school, or both; and Chapter 2 helps the educator to examine his or her attitudes toward parent involvement. Chapters 3 and 4 concern the process of developing and strengthening a family-school partnership. Chapter 5 considers the barriers to home-school collaboration. Chapter 6 provides hints for principals and teachers in dealing with parents and Chapter 7 is a review checklist for the individual educator to assess his or her situation with regard to parent-school involvement. Chapter 8 consists of recommendations to educators, parents, and policymakers. An afterword deals with what the research literature says about family-school relationships. Appendices include a selection of references and resources. (CG)

ED 270 391 SP 027 367

Narang, H. L.
Multicultural Education. An Annotated Bibliography.
Multicultural Council of Saskatchewan, Regina.
PUB DATE- 83
NOTE- 33p.
AVAILABLE FROM- Multicultural Council of Saskatchewan, 1870 Lorne St., Regina, Saskatchewan, Canada, S4P 2L9 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Culture Conflict; *Ethnic Bias; *Ethnic Discrimination; Foreign Countries; *Multicultural Education; Teacher Education
IDENTIFIERS- *Canada

This annotated bibliography contains references to books, journal articles, ERIC documents, doctoral dissertations, and audio-visual materials on the subject of multicultural education. Topics include integrating multiculturalism in school subjects, prejudice and discrimination, intercultural communication, ethnic identity and ethnic bias. Included also are sources of information on developing preservice and inservice courses for teachers on multiculturalism. Two short articles are included; one about preparing teachers for a multicultural society and the other about the role of a multicultural organization in multicultural education. (JD)

ED 270 424 SP 027 656

Kizer, Nancy T.; Fisher, Robert L.

Leadership and Ownership: Key Factors in Organizational Change.

PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; *Curriculum Development; *Educational Change; Higher Education; Mainstreaming; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs

This study investigated and identified factors which influenced the ability of teacher education institutions to change their progams to increase the amount of study of special needs of all pupils. Institutional representatives from each of five program areas--early childhood, junior high/middle school, secondary, and special education--elementary, at 107 institutions responded to a survey regarding their programs' response to the mandate for mainstreaming. Respondents rated nine variables on the curricular decisions made in response to the mandate and commented on curricular change brought about as a consequence of the mandate. Findings indicated that the institutional administrator must be in support of the change if it is to occur successfully. An obvious area of support was financial. Faculty "ownership" will motivate faculty members to participate actively in program change. (CB)

ED 270 482 TM 860 365

Hambleton, Ronald K.
Determining Optimal Test Lengths with a Fixed Total Testing Time.
PUB DATE- 21 Mar 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Algorithms; *Criterion Referenced Tests; Elementary Secondary Education; Psychometrics; Scores; Statistical Analysis; Statistical Studies; *Test Construction; Test Format; Testing Problems; *Test Length; Test Reliability; Test Validity; *Timed Tests

The problem of determining optimal test lengths with fixed total testing time has proved to be a difficult one for criterion-referenced test developers. An algorithm is needed which can be used by test developers to allocate available testing time to maximize the validity of their total criterion-referenced tests or testing programs. To be maximally useful, the algorithm should allow test developers to specify: (1) the various informational needs they have in relation to the objectives measured by a test or the uses they have for several tests in their testing program; and (2) the relative importance that they attach to their informational needs. This paper describes such an algorithm for determining the number of items to measure each objective in a criterion-referenced test when testing time is fixed and when the objectives, in general, vary in their levels of importance, reliability, and validity. Four examples in the paper highlight possible applications of the procedure. While the offered solution is simple to apply, it is only applicable when basic psychometric data are available on the scores at the objective level and when the objective scores are being used to make descriptive statements about examinee performance. (PN)

ED 270 522 UD 024 920

Desipio, Louis, Comp.
NALEO National Directory of Citzenship Services.
National Association of Latino Elected and Appointed Officials Education Fund, Washington, DC.
PUB DATE- 85
NOTE- 214p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Citizenship; *Citizenship Education; *Community Services; Foreign Nationals; Hispanic Americans; Information Services; *Public Agencies

This directory provides information about the more than 350 community level agencies offering citizenship services. It is designed for use by resident aliens, community activists, elected officials, and others interested in the citizenship process. The entries are listed alphabetically by State and each includes the agency's name and address, number of clients served yearly, percentage of Hispanic clients served, specific services offered, fees charged, and types of classroom instruction offered. Contact information is provided for each agency. Agencies are listed by zip code within the State for ease of access. The introductory material is provided in English and Spanish, as is a concluding section on naturalization requirements and procedures. A list of directors of state boards of education is also included. (CG)

ED 270 537 UD 024 937

Fahs, Mary Ellen

Coping in School: Correlations among Perceptions of Stress, Coping Styles, Personal Attributes, and Academic Achievement in Inner-City Junior High School Students.

PUB DATE- 18 Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Coping; *Educational Environment; Junior High Schools; Social Development; *Stress Management; *Student Attitudes; Student Needs; Student School Relationship; Urban Schools; Urban Youth

A research study examined inner-city junior high school students' coping processes in relation to stressful academic and social events in the school environment. Data on coping styles were collected from approximately 200 students (Grade 7-8) with the Academic Coping Inventory, a self-report measure with four dimensions (positive coping, projection, denial, and non-coping). The coping variables, alone and in interaction with perception of stressor frequency, were found to have very different effects on grade point average by sex and reading level. A subsample of 60 students was interviewed to further examine students' coping styles in stressful social as well as academic contexts within the school, and whether appraisal played a role in determining the nature of coping styles. Preliminary analysis of the interviews indicated that the adolescents appraised stressful academic situations as ones in which they could take the more constructive action, that both boys and girls reported more projection coping in social than academic contexts, and that boys reported more denial in social contexts than in academic, and more denial in social contexts than girls. (Author/KH)

ED 270 362 SO 017 179

Baum, Nathan; And Others

Library Skills for Sociological Research: A Workbook for Soc 121.
State Univ. of New York at Stony Brook. Melville Library.
PUB DATE- 85
NOTE- 70p.; Some illustrations contain small type.
AVAILABLE FROM- Richard Feinberg, Reference Department, Melville Library, State University of New York at Stony Brook, Stony Brook, New York 11794.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Card Catalogs; Databases; Higher Education; Indexes; *Library Materials; *Library Skills; Periodicals; *Reference Materials; Research Skills; *Research Tools; Social Science Research; Sociology; Statistical Data; Student Research

Designed as an instructional guide to help students develop library skills for sociological research, this workbook which accompanies an introductory college level sociology course is divided into ten chapters. Chapter one covers the author-title catalog; the Library of Congress classification system; card catalog filing rules; the subject catalog; subdivisions; tracings; and the subject search process. Chapters two and three cover major reference books and sociology journals respectively. Chapter four tells how to find journal articles using indexes and abstracting sources. Chapter five features magazines, newspapers, and newspaper indexes. Chapters six, seven, and eight cover public opinion surveys, statistical sources, and United States government documents. Chapter nine features the "Social Sciences Citation Index" and computerized information retrieval services. Chapter ten provides a simplified style manual guide to assist students with the proper way to acknowledge cited sources in research papers. The workbook includes chapter bibliographies, illustrations, and examples. (JH)

ED 270 376 SO 017 214

Vars, Gordon, Ed.; Vars, Alice McVetty, Ed.
Core Today! Rationale and Implications. Third Edition.
National Association for Core Curriculum, Inc., Kent, Ohio.

PUB DATE- 85
NOTE- 21p.; For an earlier edition, see ED 212 609.
AVAILABLE FROM- National Association for Core Curriculum, Inc., 404 White Hall, Kent State University, Kent, OH 44242 ($1.00; $.75 members; discounts on larger quantities).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Curriculum; *Core Curriculum; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Elementary Education; Elementary School Curriculum; Guidance; Junior High Schools; Middle Schools; Secondary Education; Secondary School Curriculum
IDENTIFIERS- Curriculum Choice; Curriculum Implementation; Curriculum Theories

Designed to help today's educators apply to current problems the wisdom gained from more than five decades of experience with the core concept, this pamphlet sets forth basic underlying philosophy and useful guidelines to develop or refine core programs at any level of schooling. The introduction establishes the philosophical framework within which the position statement was developed. The rationale for core curriculum is then set forth as ten "Assumptions and Beliefs on which Core is Based." Each of these is elaborated, with specific implications for both the core program and core teacher. This is followed by "Suggestion Implementation Procedures" for developing a new core program or improving an existing one. Appendix A consists of a Self-Evaluation Guide for Core Teachers based on the rationale and implications, and enables educators to determine the extent to which their beliefs and practices conform to the core rationale. Appendix B lists services provided by the National Association for Core Curriculum, Inc. (TRS)

ED 270 408 SP 027 621

Menges, Robert J.; Brinko, Kathleen T.
Effects of Student Evaluation Feedback: A Meta-Analysis of Higher Education Research.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; *Feedback; Higher Education; Meta Analysis; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement

On many campuses, student ratings of courses and teachers are routinely given to instructors as feedback about their teaching. This review applies meta-analytic techniques to 30 studies of the effectiveness of student ratings feedback. The studies met the following criteria: (1) they used student ratings as the primary source of feedback; (2) they investigated post-secondary instruction; (3) they were conducted in the classroom rather than laboratory settings; (4) they employed a control group for comparison purposes; and (5) they stood apart from larger training programs in which the effects of feedback are inseparable from the effects of training. Results indicated that feedback from student ratings alone produces a positive but small effect on subsequent ratings. When ratings were accompanied by consultation and/or other types of feedback, considerably larger positive effects were likely. In the few studies of feedback's effects on student achievement and affect, results were less clear. Future research should: (1) investigate additional dependent variables; (2) more carefully document and investigate feedback implementations; and (3) explore additional characteristics of the recipients of feedback. The studies analyzed in this review are attatched, as well as a listing of those studies which did not meet criteria for meta-analysis (JD)

ED 270 468 TM 860 347

Shoemaker, Judith S.
Predicting Cumulative and Major GPA of UCI Engineering and Computer Science Majors.
PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; College Students; *Computer Science; Correlation; *Engineering Education; *Grade Point Average; Higher Education; Mathematics Tests; Multiple Regression Analysis; *Predictive Measurement; *Predictor Variables; Reliability; Writing (Composition); Writing Skills
IDENTIFIERS- College Board Achievement Tests; English Composition Test; Scholastic Aptitude Test; *University of California Irvine

This study was an examination of the usefulness of a statistical regression approach to identify prospective Engineering and Information and Computer Science (ICS) applicants most likely to succeed at the University of California at Irvine (UCI). The specific purpose was to determine the extent to which preadmissions measures such as high school grade point average (GPA) and admissions test scores could be used to predict college GPA. Multiple regression was used to maximize the correlation between the criterion variable (GPA) and predictor variables (preadmissions measures). Results indicate that cumulative GPA and major GPA of the presented samples of UCI Engineering and ICS majors can be reliably predicted using a linear combination of two preadmissions measures: high school GPA and the College Board Mathematics Achievement Test. None of the other three predictor variables (Scholastic Aptitude Test-Mathematics, Scholastic Aptitude Test-Verbal, and the College Board English Composition Achievement Test) added significantly to the predictions. Some shrinkage in the size of multiple correlations is expected when the equations of this study are applied to subsequent samples. However, in general, colleges that use the SAT and the high school record to predict freshmen GPA generally find that the results are fairly stable from year to year. (PN)

ED 270 392 SP 027 397

Former Teachers in America. The Metropolitan Life Survey.

Harris (Louis) and Associates, Inc., New York, N.Y.

SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- Jun 85
NOTE- 81p.
AVAILABLE FROM- The American Teachers Survey, Metropolitan Life Insurance Company, One Madison Avenue, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Change; *Faculty Mobility; Job Satisfaction; *Labor Turnover; Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Persistence; *Teaching (Occupation); Teaching Conditions

A national survey of teacher attrition was conducted by means of interviews with a sample of former teachers who left public schools within the last five years to work in other occupations. Graphs and charts accompanied by narrative discussion are presented, covering the following topics: (1) profile of former teachers compared to current teachers; (2) why teachers leave; (3) teaching and job stress; (4) where teachers go; (5) former teachers look back; (6) possible steps to retain good teachers; (7) attracting good people into teaching; and (8) preparing the next generation of teachers. Two appendixes provide (1) a detailed description of the survey methodology and (2) the survey questionnaire with marginal frequencies. (JD)

ED 270 440 SP 027 711

Petrie, Hugh G.
The Liberal Arts and Sciences in the Teacher Education Curriculum.
PUB DATE- 21 May 86
NOTE- 24p.; Paper presented at the Conference on Excellence in Teacher Preparation through the Liberal Arts (Allentown, PA, May 21, 1986). For a related document, see SP 027 712.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; Higher Education; Interdisciplinary Approach; *Liberal Arts; *Preservice Teacher Education; *Teacher Education Curriculum

Beyond the usual knowledge of subject matter, the key contribution which the liberal arts can make to teacher preparation is in helping teachers develop good judgment, not only in general, but in how they present, re-present, and represent their knowledge to students. This paper explores how the liberal arts and sciences and the teacher education fields can come together to produce knowledgeable, effective teachers. The common wisdom concerning the role of the liberal arts in teacher preparation is explored, along with some of the essential contributions, and important limitations of these contributions. The often overlooked concept of the structure of knowledge as a key feature of the contribution of the liberal arts to the teacher education curriculum is elaborated upon. This paper goes beyond the static concept of the structure of knowledge to an examination of a dynamic concept of ways of knowing, or the notion of judging. (CB)

ED 270 455 TM 860 295

Crisci, Pat E.; And Others
An Achievement Formula that Applies the Correlates of Effective Schools and the Recommendations of the "Excellence" Reports to Predict, Monitor, and Promote Student Achievement.

PUB DATE- Apr 86
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Aptitude Treatment Interaction; Educational Change; Educational Improvement; Educational Needs; *Educational Quality; Educational Trends; Elementary Secondary Education; Field Tests; Higher Education; *Learning Theories; Literature Reviews; Mastery Learning; Models; *School Effectiveness; *Success; *Teacher Effectiveness; Time on Task
IDENTIFIERS- *Effective Schools Research

In order to develop a formula to measure effective schooling and student achievement, a number of reports on excellence in education were reviewed: (1) The National Commission on Excellence in Education's report, "A Nation at Risk"; (2) The Education Commission of the States Task Force on Education for Economic Growth report; (3) The Twentieth Century Fund Task Force on Elementary and Secondary Education Policy report; (4) John Goodlad's study, sponsored by the Martha Holden Jennings and Kettering Foundations; and (5) Theodore Sizer's research, sponsored by the National Association of Secondary School Principals. It was commonly concluded that all students should be expected to achieve at their optimum level; that boards of education and school principals must take responsibility for school effectiveness and environment; and that student outcomes must be emphasized. Research identified five correlates of effective schools: institutional focus; school climate; instructional leadership; teacher expectations; and monitoring pupil progress. These factors were included in an achievement grid which was developed for field testing in public schools in Ohio. Other components included prior achievement, aptitude, anticipated and actual mastery, attendance, and student attitudes. A plan for conducting the field test was presented. A seven-page reference list concludes the report. (GDC)

ED 270 496 TM 860 382

Bigelow, Robert A.
Information Power: Use it or Loose it. Reflections on the Development and Use of a Statewide Assessment Information System.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Achievement Tests; Computer Oriented Programs; Educational Assessment; Elementary Secondary Education; *Evaluation Utilization; Information Needs; *Information Networks; *Information Utilization; *Management Information Systems; Online Systems; Participant Satisfaction; Program Descriptions; Program Evaluation; State Programs; State School District Relationship; Student Evaluation; Testing Problems; *Testing Programs; *Test Results
IDENTIFIERS- California Test of Basic Skills; Delaware; *Delaware Educational Assessment Program

The Delaware Educational Assessment Program publishes annual results from the California Test of Basic Skills by district, school, and grade (1 through 8 and 11). A statewide computer information system was developed to manage the testing program, the massive 10-year longitudinal database, and the information requests received. The Delaware Educational Assessment Management Information System (DEAP-MIS) now provides direct interactive access to statewide test results by any school administrator or teacher in Delaware. Student information includes personal data, subtest scores, and item response information for each objective. DEAP-MIS was intended to provide useful information to responsible officials, school staff, constituents, and the researchers. On-line help programs and statistical packages to assist in decision making were also made available. After three years of implementation, it was concluded that (1) DEAP-MIS was used primarily by middle-management supervisory staff, principals, and their clerical staff; (2) greatest use occurred after new test scores were added; (3) very few local staff were independent users of the system; (4) requests for state-level assistance increased; and (5) information was used mainly for acquiring facts, informing others, and complying with regulations. (GDC)

ED 270 509 UD 024 855

Hendricks, Glenn L., Ed.; And Others
The Hmong in Transition.
Center for Migration Studies, Inc., Staten Island, N.Y.; Minnesota Univ., Minneapolis. Southeast Asian Refugee Studies.
REPORT NO.- ISBN-0-913256-94-3
PUB DATE- 86
NOTE- 460p.; Papers originally presented at the Hmong Research Conference (2nd, Minneapolis, MN, November 17-19, 1983).
AVAILABLE FROM- Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304 ($17.50 cloth, $12.95 paper; 10 or more 20% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Acculturation; Asian Americans; *Cultural Traits; Economic Factors; Family Attitudes; *Health; Health Services; Immigrants; *Lao; *Laotians; Social Attitudes; Social Integration; Social Services
IDENTIFIERS- *Hmong; *Hmong People; Southeast Asians

Papers presented at a 1984 conference on research on the Hmong in the United States are collected in this book. The 24 papers are organized around four central themes (Hmong culture and change, adaptation to a new society, language and literacy, and health care issues). Titles and authors are: (1) "Stages of Hmong Cultural Adaptation" (William A. Smalley); (2) "The Hmong of Laos: Economic Factors in the Refugee Exodus and Return" (Robert Cooper); (3) "Processes of Identity Maintenance in Hmong Society" (Timothy Dunnigan); (4) "Culture and Adaptation: Hmong Refugees in Australia" (Gary Yia Lee); (5) "The Miao in Contemporary China" (Louisa Schein); (6) "Geomancy as an Aspect of Upland-Lowland Relationships" (Nicholas Tapp); (7) "Training Hmong Women: For Marginal Work or Entry into the Mainstream" (Sarah R. Mason); (8) "Changes in Hmong Refugee Marital Attitudes in America" (William H. Meredith and George P. Rowe); (9) "Resolving Sexual Assault: Hmong and the American Legal System" (Beth L. Goldstein); (10) "The Hmong in Isla Vista: Obstacles and Enhancements to Adjustment" (Catherine Stoumpos Gross); (11) "Factors Contributing to a Split within a Clientelistic Needlework Cooperative Engaged in Refugee Resettlement" (Nancy D. Donnelly); (12) "The Hmong Resettlement Study: A Symposium" (Includes six short pages by several authors); (13) Cooperative Engaged in "Two-Word Expressives in White Hmong" (Martha Ratliff); (14) "Verb Serialization in Hmong" (Laurel Owensby); (15) "The Morpheme 'Kom': A First Analysis and Look at Embedding in Hmong" (Annie Jaisser); (16) "Zero Anaphora and Topic Prominence in Hmong" (Judith Wheaton Fuller); (17) "Investigating Literacy: Approaches, Tools, and Their Consequences for Inquiry" (Gail Weinstein); (18) "Factors in Individual Acquisition of English: A Longitudinal Study of Hmong Adults" (Karen Reed Green and Stephen Reder); (19) "Shamanism in the Context of Hmong Resettlement" (Jaques Lemoine); (20) "Guidelines for Mental Health Professionals to Help Hmong Clients Seek Traditional Healing Treatment" (Bruce Thowpaou Bliatout); (21) "Hmong Perception of Illness and Traditional Ways of Healing" (Xoua Thao); (22) "Sleep Disturbances and Sudden Death of Hmong Refugees: A Report on Field Work Conducted in the Ban Vinai Refugee Camp" (Ronald G. Munger); (23) "A Cross-Cultural Assessment of Maternal-Child Interaction: Links to Health and Development" (Charles N. Oberg, Sharon Muret-Wagstaff, Shirley G. Moore and Brenda Cumming); (24) "Undue Lead Absorption in Hmong Children" (Karl Chun and Amos S. Deinard); (25) "Attitudes of Hmong toward a Medical Research Project" (Marshall Hurlich, Neal R. Holtan, and Ronald G. Munger). (KH)

ED 270 552 UD 024 958

New York City Bilingual Technical Assistance Center 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 41p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Curriculum Development; Delivery Systems; Elementary Secondary Education; *English (Second Language); Limited English Speaking; Technical Assistance
IDENTIFIERS- New York (Brooklyn)

The New York City Bilingual Technical Center's first year of operation (academic year 1984-85) is evaluated in terms of the objectives addressed, activities implemented and problems encountered and solved. To promote the linguistic and academic program of limited English proficient (LEP) students, it adopted the specific objectives of revising and updating the draft of The Delivery of Services to Students in Bilingual/English as a Second Language (ESL) Education Programs, providing technical assistance to district and high school staff, consolidating and revising particular circulars, and conducting city-wide training sessions for district and high school staff and parents (both at the Brooklyn central office and on-site at local districts). While all objectives were implemented, variation in the method and timing of implementation was due to factors such as paucity of personnel and time and scheduling limitations. To strengthen the center's program for next year, the following recommendations were offered: (1) hiring additional staff to free the director to work on written materials development; (2) setting up a training session calendar in advance to reduce scheduling conflicts; (3) proceeding with plans to produce other topical booklets targeted to specific populations; and (4) video taping technical assistance sessions for evaluation and feedback purposes. Copies of program planning forms for 1985-86 are included in appendix. (ETS)

ED 270 377 SO 017 217

Student Papers in Local History.

Johnson County Community Coll., Overland Park, KS. Johnson County Center for Local History.

PUB DATE- 86
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Black Community; Churches; Community; Community Change; *Demography; Ethnic Distribution; Geographic Location; Indians; *Land Settlement; *Local History; *Migration; Orchestras; Place of Residence; Rural Areas; Rural Environment; *Rural Population;

Social Characteristics; *Social Life; War
IDENTIFIERS- *Kansas (Johnson County)

Thirteen papers on Kansas and Johnson County, Kansas history are presented. The papers were written by students in a course at the Johnson County Center for Local History or for independent study in local history. The papers are: "Conditions and Construction of Gardner Lake"; "The History of St. Joseph's Church, Shawnee, Kansas"; "Patrons of Husbandry"; "The First Fifty Years in Morse, Johnson County, Kansas"; "Social Life in Morse"; "German Alien Enemies During World War I in Johnson, Douglas, Miami, and Wyandote Counties"; "Symphonic Orchestras in Kansas City at the Turn of the Century: A Historical Perspective"; "Kansas and the Spanish-American War"; "The Developing Years of Emmanuel Baptist Church"; "Huron Cemetery"; "The Black Community of South Park, Merriam, Kansas: A Part of the Whole"; "Gardner, Kansas: A Demographic Study--1857-1925, A Personal View--1920-1984"; and "Shawnee Township: A Demographic Study of 1860, 1880, 1900." (BZ)

ED 270 425 SP 027 658

Russell, Dorothy

Collaboration: The Key to Teacher Induction Programs.

PUB DATE- 27 Feb 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Helping Relationship; Inservice Teacher Education; *Program Development; *State Programs; Teacher Certification; *Teacher Orientation

IDENTIFIERS- *Beginning Teacher Induction; North Carolina

In this presentation a faculty member at Salem College, shares problems and advantages in the teacher induction program in North Carolina. Revised standards and guidelines for the preparation of educational personnel were adopted by the state in 1983 to establish quality assurance for teachers and administrators in North Carolina. New policies were developed for admission to and exit from teacher education progams, laboratory field experiences, teacher competencies in certification areas and in general and professional education, and collaboration between local education agencies and institutions of higher education during preservice teacher education and the first two years of teaching. Under the Initial Certification Program two-year initial teaching certificates are issued to beginning teachers in North Carolina. The program makes use of a support team comprised of a career status teacher, the school principal, and a third member knowledgeable in curriculum and instruction. Recommendations for improving this program conclude the document. (CB)

ED 270 483 TM 860 366

Jones, Gerald P.; Dembo, Myron H.

The Development of Friendship and Intimacy in Childhood and Adolescence.

PUB DATE- Apr 86

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Affective Measures; Androgyny; Children; Elementary Secondary Education; *Friendship; Higher Education; Interpersonal Competence; Peer Relationship; Personality Development; Prosocial Behavior; Self Concept; *Self Concept Measures; *Sex Differences; *Sex Role; Sex Stereotypes; Significant Others; Social Development

IDENTIFIERS- Gender Role Assignment Scale; *Intimacy; Marcia Incomplete Sentences Blank; *Self Perception Inventory; Sharabany Intimate Friendship Scale

Intimacy as experienced in best friendships was studied with respect to sex differences and sex roles, the development of components of intimacy in childhood and adolescence, and the possible interrelationship of intimacy and ego identity. Instruments included items from: (1) The Self-Perception Inventory; (2) The Gender-Role Assignment Scale; (3) The Sharabany Intimate Friendship Scale; (4) Marcia Incomplete Sentences Blank; and (5) Sharabany Scale-Revised. Results from a sample of 218 individuals aged from 8 to 14 showed that some components of intimacy develop earlier than other components; and that traditional sex differences in intimacy are better explained as sex role differences in which females and androgynous males form a homogeneous high intimacy group, while sex-typed males score significantly lower. Sex-typed individuals also seem more likely than androgynous individuals to view aspects of friendship as appropriate for one sex over the other. Results from a sample of 52 college undergraduates suggest that high intimacy in pre-college years may be associated with high levels of ego identity at the end of adolescence. A six-page reference list is appended. (Author/PN)

ED 270 523 UD 024 921

Refugee Program: Initial Reception and Placement of New Arrivals Should Be Improved. Report to the Chairmen, Committee on the Judiciary, United States Senate, and Committee on the Judiciary, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/NSIAD-86-69
PUB DATE- Apr 86
NOTE- 78p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Federal Aid; Federal Regulation; Job Placement; *Program Design; *Program Effectiveness; Program Improvement; *Refugees; Relocation; Welfare Recipients; *Welfare Services
IDENTIFIERS- Refugee Assistance Amendments Act 1982

This booklet is a review of the State Department's management of Federal funds and voluntary agencies' distribution and use of program funds for refugee reception and placement. Most of the refugees received the required core services with at least 94.3% receiving food, clothing, and shelter; and 84.1% receiving general employment-related services (counseling, training, and/or placement). About 15% of the refugees in the sample had jobs at the time of the review--those with no ties in the United States, of non-Indochinese descent and not resettled in California being more likely to be employed. In 61.6% of the sample cases, at least one case member applied for public assistance. It was found that the goals of the 90-day resettlement program are insufficiently clear. Further, there are insufficient performance standards and agency accountability mechanisms. It is recommended that (1) self sufficiency goals be clarified; (2) reasonable and measurable performance standards for monitoring program accomplishments be applied; and that (3) the need for specific actions to improve the level of accountability and control required to oversee the refugee program be considered. The report includes extensive appendices analyzing selected refugee cases and providing copies of State Department comments. (CG)

ED 270 538 UD 024 938

Slaughter, Diana T.; And Others

Children's Peer Acceptance and Parental Involvement in Desegregated Private Elementary Schools.

PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Elementary Education; *Family Involvement; Parent Participation; *Parent School Relationship; *Peer Acceptance; Private Schools; *Racial Differences; School Desegregation; *Social Development; Student School Relationship

As part of a larger study which investigated the educational aims of black parents who send their children to private desegregated schools, a survey was taken to examine the relationship between parental involvement and students' peer acceptance. "Parental involvement," knowing how to obtain the information necessary to support the child's schooling, was distinguished from "parental participation," direct engagement in school activities. The study sample consisted of 63 black and white children (Grades 4-8) and their parents, representing four different schools. Data were derived from parent interviews and child questionnaires, and such factors as family income and mother's education were used as measures of family background. The study found that parental involvement is an important predictor, both positively and negatively, of black children's peer acceptance in schools, even when typical predictors are controlled. Within this essentially middle-income group, the black children and their non-black friends revealed different predictors of peer acceptance on two acceptance measures used (Peer Study With and Peer Be With), but not on a third (Peer Can Influence). Black students whose parents are most likely to be personally involved in school committees, groups, and activities are least likely to be chosen as friends other students preferred to be with. These results point to the need for more studies which explore the implications of family-school relations for children's social development. (KH)

ED 270 363 SO 017 180

Baum, Nathan; And Others
Introduction to Library Research Methods in Women Studies.
State Univ. of New York at Stony Brook. Melville Library.
PUB DATE- 84
NOTE- 41p.
AVAILABLE FROM- Richard Feinberg, Reference Department, Melville Library, State University of New York at Stony Brook, Stony Brook, New York 11794.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Card Catalogs; Higher Education; Indexes; *Library Materials; *Library Skills; Periodicals; *Reference Materials; *Research Tools; Social Science Research; Student Research; *Womens Studies

Prepared as a guide to assist students with library research methods for women's studies course work, the document is divided into five chapters. Chapter one explains how to find books on a specific topic using the subject catalog at Stony Brook's Melville Library. Using a question and answer format the topics covered include subject catalog location, "Library of Congress List of Subject Headings," subject catalog subdivisions, and catalog card tracings. Chapter two discusses how to find journal and newspaper articles using periodical indexes, bibliographic citations, library periodical holdings cards, abstracting sources, and newspaper indexes. Chapter three features subject bibliographies. Chapter four highlights biographical materials, directories, news digests, yearbooks, almanacs, United States government documents, social and economic statistics, microform materials, special collections, and audiovisual materials. The document concludes with a selective bibliography of sources on women's studies at the Stony Brook Library. (JH)

ED 270 393 SP 027 514

Cole, Donna J.; McCormick, Theresa

The Infusion of Foundational Components into Pre-service Teacher Preparation Programs.

PUB DATE- May 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Curriculum Development; *Educational Philosophy; *Foundations of Education; *Fused Curriculum; Higher Education; *Preservice Teacher Education; *Teacher Education Curriculum; Teacher Education Programs

Most preservice teacher preparation schools include a tripartite set of courses--Foundations, Methods, and Practica. Since many Foundations educators currently are required to teach non-Foundations couses, they are in a situation to infuse many of the concepts and concentration areas of Foundations content into methodological and practicum coursework. Two case studies are presented which illustrate how Foundations content may be infused into other courses. The first concerns a small liberal arts university in which the Foundations faculty member used a Foundational approach to develop the Science and Social Studies methods courses. The second case study offers information on the integration of Foundations concepts into the secondary teacher education curriculum at a large land grant university. (JD)

ED 270 409 SP 027 623

Sarros, James C.
The Stress Stories of School Teachers and Administrators.
PUB DATE- 19 Apr 86

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Foreign Countries; *Stress Variables; *Teacher Attitudes; Teacher Burnout; Teacher Morale; Teaching Conditions; Urban Education
IDENTIFIERS- Alberta

A survey questionnaire on aspects of the job that contributed to burnout received responses from 128 school-based administrators and 635 teachers in a large Western Canadian urban school district. Subjects identified work conditions which contributed to feelings of overextension and exhaustion, to negative attitudes and impersonal responses, and to a lack of personal accomplishment. These feelings and attitudes were representative of Emotional Exhaustion, Depersonalization, and Personal Accomplishment burnout as defined by Maslach and Jackson (1981). Feelings of overextension and exhaustion were related to a heavy work load, insufficient time, and expectations of the Central Office. Negative attitudes and impersonal responses toward clients were associated with interactions with students, colleagues, and superordinates, negative public opinion, and poor feedback. Feelings of a lack of personal accomplishment were related to poor feedback, interactions with students, a demoralized self-concept, poor advancement opportunities, and negative public and parental attitudes. (Author/JD)

ED 270 441 SP 027 712

Petrie, Hugh G.
Teacher Education and the Liberal Arts. Report of the Task Force of the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities. An Occasional Paper.
Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities.
PUB DATE- Mar 86
NOTE- 27p.; For a related document, see SP 027 711.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; General Education; Higher Education; Interdisciplinary Approach; *Liberal Arts; *Preservice Teacher Education; *Teacher Education Curriculum

The contribution of liberal education to teacher preparation goes far beyond the simple notion of subject matter mastery. An analysis of the concept of pedagogy, combined with research about teachers and teaching and an awareness of the social conditions of teaching, can be used to construct a compelling case for a wide-ranging contribution of liberal education to teacher preparation. Even methods courses can be improved by appropriate contributions from the liberal arts and sciences. Liberal education may contribute to teacher preparation in four major areas: (1) general education; (2) higher order skills such as inquiry, critical analysis, and decision making; (3) traditional content areas; and (4) teaching methods. Cooperative efforts of liberal arts faculties and professional educators are needed to design programs of teacher preparation. (CB)

ED 270 469 TM 860 348

Lewis, Janice C.

The Relationship of School Background Factors to School Building and School District Achievement.

PUB DATE- Apr 86

NOTE- 80p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Budgeting; Discipline Policy; Elementary Education; Enrollment; Grade 4; Grade 5; Grade 7; Grade 8; Junior High Schools; Multiple Regression Analysis; *Predictor Variables; Public Schools; Questionnaires; *School Buildings; School Demography; *School Districts; Scores; Socioeconomic Influences; Standardized Tests; Testing Programs

IDENTIFIERS- *Iowa; *Iowa Tests of Basic Skills; National Centre for Educational Statistics

The purposes of this study were to examine the relationship between academic achievement and demographic and school background variables for school districts and school buildings and to develop from these relationships a basis for comparing achievement at similar schools. The sample consisted of Iowa public school districts that participated in the fall 1983 Iowa Basic Skills Testing Program at either the elementary or the junior high level, a total of 156 school districts. This included 356 elementary school buildings and 169 junior high buildings. Data were collected from the Iowa Department of Public Instruction, the National Center for Educational Statistics (1980 Census data), Iowa Testing Programs, and questionnaires completed by elementary and junior high school principals. Composite scores for fourth and fifth grades were combined to form an elementary school achievement score, and composite scores for seventh and eighth grades were combined for a junior high school achievement score. Regression analyses were performed separately for elementary and junior high levels to identify variables which significantly improved the prediction of achievement. Demographic variables were entered into the regression analyses first, followed by the school background variables. Results suggest that decisions made by schools do affect the achievement levels at the school. (Author/PN)

ED 270 553   UD 024 959

Park West High School Vocational and High School Equivalency Bilingual Program 1984-1985. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 43p.
GRANT- G00-830-2133
AVAILABLE FROM- Office of Educational Evaluation, New York Public Schools, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); High Schools; Hispanic Americans; Immigrants; Limited English Speaking; *Multicultural Education; Native Language Instruction; Parent Participation; Vocational Education
IDENTIFIERS- New York (New York)

Park West High School's Vocational and High School Equivalency Bilingual program in New York City uses bilingual and bicultural instruction to provide Hispanic students with the preparation needed to secure employment upon graduation or continue their education. Beyond classroom instruction in assorted academic and vocational courses, students receive supportive non-instructional services such as after-school occupational training programs, and career and personal counseling. An evaluation found that nearly half of the participants could be partially mainstreamed, a strong program staff was in place, and students reported high satisfaction with the program. Quantitative analysis of program objectives in English language development, mastery of the native language, mathematics, and attendance indicate: (1) 70% of students mastered material at the proposed rate; (2) the program objective was satisfied in native language arts and the vocationally oriented class; (3) mainstreaming goals were met in the spring; (4) the attendance objective was fulfilled; and (5) the percentage of parents visiting the program once during the academic year satisfied objectives. Various testing instruments were employed and results are included. Recommendations are made to reduce noise from the open classroom arrangement, increase and enhance parental involvement, establish follow-up procedures for mainstreamed students, and hire a bilingual guidance counselor. (ETS)

ED 270 378 SO 017 218

Friesen, John W.
Taking the Bad Out of Different: The Case for Cultural Universals.
PUB DATE- 85
NOTE- 19p.; Paper presented to the Annual Conference of the Multicultural Education Council of the Alberta Teacher's Association (Edmonton, Alberta, Canada, November 2-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; *Cultural Education; Cultural Influences; Cultural Pluralism; Educational Policy; Educational Practices; Multicultural Education; Social Bias; Social Differences; Social History; Social Sciences; Social Studies; *Sociology; Student Attitudes; Student Behavior; Teacher Education; Teacher Responsibility; Teacher Role
IDENTIFIERS- Canada; Cultural Anthropology; Cultural Relevance; Diversity (Groups); Diversity Concept; Universalism; Universality

Several central concerns of Canadian multiculturalism: promotion of the principles of equality, individual acceptance, and understanding and respect for diversity are quite common to the social studies area in particular. The paper examines the quest to avoid emphases on human differences and instead to stress commonalities. This rethinking of human relations, social outlook, and ideas of personal self-esteem is probed, as well as classroom activities to foster effective positive self-images. The apparent causes for the lack of appreciation for cultural diversity is outlined from a historical perspective. Both the role of the educator in dealing with these facts and the search for alternative approaches to achieving cultural pluralism present many difficulties, but the renewed campaign of social science for a recognition of the predispositions universal to all forms of society provides a useful focus. Six recommendations to aid teachers in the theme of universalism are presented. The paper concludes with a discussion of the educational implications of emphasizing universals and treating "differentness" in such a way that it will be practically and pedagogically operationalized as an essential ingredient in the completing process of the human family. A footnote section is included. (TRS)

ED 270 426 SP 027 661

Hood, Stafford; Parker, Larry
Preliminary Considerations of Illinois Education Reform Legislation: Teacher Competency Testing.

PUB DATE- 28 Feb 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Beginning Teachers; *Minimum Competency Testing; *Standardized Tests; *State Legislation; *Teacher Certification; Teacher Education
IDENTIFIERS- *Illinois; *Teacher Competency Testing

This paper traces the evolution of the statutory reforms passed by the Illinois General Assembly to upgrade the quality of those entering the teaching force in Illinois. Part one briefly examines the national trends in testing for admission into teacher education programs prior to certification. Part two focuses on the Illinois movement to test beginning teachers. An examination is made of how the policy making process translated the various sets of recommendations into the final legislative language requiring testing for the certification of new teachers beginning July 1, 1988. Personal interviews with some of the individuals who played key roles in the drafting of legislation, as well as those who will have primary responsibilities in the implementation process are featured. The third part discusses the legal, political, equity, and validation ramifications associated with testing new teachers, and how the Illinois Certification Testing System will attempt to address these issues. The legal and political problems raised by some recent research studies and court actions are briefly reviewed. Appendixes include tables providing information on testing in the other states and a reprint of a section from the School Code of Illinois. (JD)

ED 270 456 TM 860 296

Reckase, Mark D.; Ackerman, Terry A.

Building a Test Using Items That Require More than One Skill to Determine a Correct Answer.

SPONS. AGENCY- Naval Personnel and Training Research Lab., San Diego, Calif.

PUB DATE- Apr 86

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

CONTRACT- N00014-85-C-0241

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; College Entrance Examinations; *Estimation (Mathematics); Goodness of Fit; High Schools; *Item Analysis; *Latent Trait Theory; Mathematical Models; Mathematics Tests; Psychometrics; Research Methodology; Sample Size; Tables (Data); *Test Construction; *Test Items

IDENTIFIERS- Ability Parameters; ACT Assessment; Item Dimensionality; Item Discrimination (Tests); *Multidimensional Approach; *Unidimensionality (Tests)

This paper demonstrates the relationship between the concept of unidimensionality and direction of an item in a multidimensional space. The basic premise is that if items that measure in the same direction are combined to form a test, that test will meet the item response theory requirements of unidimensionality. This will be true even if the items measuring in the same direction measure more than one psychological construct. A form of the ACT Mathematics Usage Test was analyzed using the multidimensional extension of the two-parameter logistic model to determine the direction for each item using the multidimensional difficulty formulated by Reckase. Using the direction, three unidimensional sets of items were formed and one multidimensional item set. The performance of 1,000 examinees on these items sets was analyzed using LOGIST 5 to determine the fit of the three-parameter logistic model to the data and the relationship of the unidimensional ability estimates and item parameter estimates to the multidimensional counterparts. Overall, the results strongly support the conception of unidimensionality suggested by a common direction in the multidimensional space for a set of items and the use of multidimensional difficulty statistics in forming unidimensional item sets. (PN)

ED 270 484 TM 860 367

Shale, Doug

Essay Reliability: Form and Meaning.

PUB DATE- Apr 86
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Variance; Correlation; Error of Measurement; *Essay Tests; *Generalizability Theory; *Interrater Reliability; Measurement Techniques; Scores; Scoring; *Testing Problems; Test Interpretation; *Test Reliability; Writing Evaluation

This study is an attempt at a cohesive characterization of the concept of essay reliability. As such, it takes as a basic premise that previous and current practices in reporting reliability estimates for essay tests have certain shortcomings. The study provides an analysis of these shortcomings--partly to encourage a fuller understanding of the concept of reliability as applied to essay testing, and partly to build the case that the framework of generalizability theory offers a much more satisfactory way of characterizing the concept. The study applies generalizability theory to existing research to illustrate that this approach is an improvement over the usual methods of estimating essay reliability. The paper also argues that the classical approach to reliability has lead to a preoccupation with inter-marker agreement which in turn has led to a formulation of the "reliability problem" that makes it not susceptible of solution. Conceptual grounds for tolerating inter-marker disagreement are advanced and the paper discusses conditions under which this may be so. However, the paper explains how generalizability theory remains an appropriate framework for estimating the reliability of essay scores whatever assumptions one chooses to make regarding inter-marker consistency. (Author)

ED 270 497 TM 860 385

McAuliffe, Elizabeth A.; Trueblood, Cecil R.
Factor Analysis: A Tool for Studying Mathematics Anxiety.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; *Attitude Measures; Correlation; *Education Majors; Elementary Education; Elementary School Teachers; Factor Analysis; *Factor Structure; Females; Higher Education; *Mathematics Anxiety; Reading Attitudes; Special Education Teachers; *Student Attitudes; Student Characteristics; Student Experience
IDENTIFIERS- Askov Trueblood Attitude Toward Reading Scale; *Mathematics Anxiety Rating Scale; State Trait Anxiety Inventory (Spielberger); State Trait Anxiety Theory; Suydam Trueblood Attitude Toward Mathematics Scale; Test Anxiety Inventory (Spielberger)

Mathematics anxiety and its relationship to other constructs was studied in 138 preservice elementary and special education teachers. The students, primarily women, were enrolled in a variety of professional courses and field experiences. Five instruments were administered, their factor structures were determined, and intercorrelations among the factors of the tests were examined: Mathematics Anxiety Rating Scale (MARS), State Trait Anxiety Inventory (STAI), Suydam-Trueblood Attitude Toward Mathematics Scale (MAS), Askov-Trueblood Attitude Toward Reading Scale (RAS), and Test Anxiety Inventory (TAI). In addition, the relationship of the MARS to the other tests and to other student variables was investigated: age, grade point average, teaching preference, and number of high school and college mathematics courses. Principal components analysis was used to determine the factor structure of the tests. After weighting and additional refactoring were performed, the results indicated the following factors: (1) for the MARS--evaluation, performance, and quantification; (2) STAI--state anxiety and trait anxiety; (3) MAS--feelings toward mathematics in general, mathematics performance, and mathematics class; (4) RAS--feelings toward reading in general and in the classroom; and (5) TAI--emotionality and worry. MARS scores correlated significantly and positively with STAI, MAS, and TAI total scores. (Factor loadings and specific items are included). A reference list is appended. (GDC)

ED 270 524 UD 024 922

Sigmon, Scott B.

Remarks on Social Inequality and Measured Cognitive Abilities in the Schools.

PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; Aptitude Tests; *Curriculum Development; *Disadvantaged; Elementary Secondary Education; *Equal Education; Intelligence Quotient; Learning Disabilities; Social Action; *Socioeconomic Status

The thesis of this paper is that social class profoundly affects performance on IQ, aptitude, and specific school learning abilities and disabilities tests, and that a fair, quantitative measurement of socioeconomically depressed students is only possible with local or comparable norms. The controversial issue in such testing of students is the resulting educational programming which is usually quite limiting for low social status students, many of whom become classified as learning disabled. Facts and myths about social inequality and schooling are discussed. It is concluded that political action to improve the quality of life for socioeconomically depressed adults will have greater and quicker effects on children's test scores than school reforms. A list of references is appended. (Author/CG)

ED 270 539 UD 024 939

Melting Pot--Fact or Fiction. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session (September 26, 1985).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 86
NOTE- 360p.; Some pages may not reproduce well due to small or light type.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Acculturation; *Economic Opportunities; *Educational Opportunities; Elementary Secondary Education; *Ethnic Groups; Government Role; Hearings; *Immigrants; Minority Groups; *Racial Relations; *Social Integration; Socioeconomic Influences
IDENTIFIERS- Congress 99th

A transcript of a hearing on ethnic groups, immigrants, and opportunities for success is provided in this document. Included are prepared statements and supplemental materials by experts on population, ethnicity, public policy, and other issues relating to coexistence of the many ethnic and racial groups which live in the United States. Among the specific issues discussed are: who is mainly responsible for the social welfare of ethnic and racial groups; access to educational and economic opportunities; the efficacy of bilingual education and remedial programs; the labor market; changing demographics; assimilation and the melting pot concept. Minority groups discussed include Blacks, Puerto Rican, Native Americans, and Vietnamese. (KH)

ED 270 364 SO 017 185

Parsons, James B.
Fulfilling an American Dream: A Typology of Heroes (Some Beginning Ideas).
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Studies; Classification; Elementary Secondary Education; Greek Civilization; Leaders; Literature; *North American Culture; Social History; Western Civilization

IDENTIFIERS- *Heroes

The nature and possible future of heroes is examined in this document. The approach is theoretical to the extent that it explores the nature of heroes in the Western tradition from the Greeks through present-day personalities (including sports, entertainment, political, and literary personalities). The approach is practical to the extent that it synthesizes the literature and creates a typology suitable for use by social studies teachers at both the upper elementary and secondary levels. The main objectives of this paper are to historically explore the idea of heroes, show how types of heroic activity may have changed, and speculate about the possible future of heroes. The paper includes a typology useful in the study of both historical and contemporary figures. Six archetypes--the athlete/cowboy (Homeric), the endowed (tragic), the lover (erotic), the thinker, the comic (Shakespearean), and the rustic--are identified and examined through four social and cultural contexts (personality traits, personal values, the kind of actions engaged in, and view of the world). Individual examples of each archetype are included. (RSL)

ED 270 394 SP 027 539

Olstad, Roger G.; And Others

The Effectiveness of a Narrow Field Academic Major in Preparing Students for a Broader Context Teaching Assignment. Research Report No. 86-3.

Washington Univ., Seattle. Teacher Education Research Center.

PUB DATE- Apr 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Higher Education; *Majors (Students); *Preservice Teacher Education; Science Education; *Secondary School Teachers; Social Studies; *Specialization; *Teacher Certification

Certification standards recommended for secondary teaching majors in science and social studies suggest teachers need to specialize in one major area, but study broadly across the discipline. The narrowly defined academic majors of many colleges and universities were considered potential liabilities in achieving a comprehensive science or social studies teaching degree. For a 1-year period, final quarter secondary science and social studies students were given the National Teachers Examination (NTE) Specialty Tests for their respective fields as a measure to assess academic preparation of students with narrow focused majors. In addition, analysis of students' courses of study provided information about students' efforts to broaden their education. Our findings established that those enrolled in the Teacher Certification Program, with rigorous entrance requirements and limited enrollment, are a cohort of predominantly postbaccalaureate students with extensive preparation in their fields. The students' NTE scores ranked in the 80-90th percentile nationally, suggesting they were well prepared academically to teach the broader context assignments in the secondary schools. (Author)

ED 270 410 SP 027 624

Russell, Thomas L.; Spafford, Charlotte
Teachers as Reflective Practitioners in Peer Clinical Supervision.
PUB DATE- 18 Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Beginning Teachers; *Peer Evaluation; *Supervisory Methods; Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- Clinical Supervision; *Reflective Teaching

In this paper on the use of teachers as reflective users of peer clinical supervision, a research and literature review relating to the assumptions of clinical supervision, fostering reflective practice through clinical supervision, and the special potential of peer clinical supervision is presented. Then, a personal account of a beginning teacher's views of and experience with clinical supervision is offered. It is concluded that clinical supervision, peer or otherwise, is bound to be misinterpreted and to give disappointing results if one asks whether it will do a better job with the familiar purposes of supervision. Neither the shortage of offical supervisors nor the apparent need to improve teaching are reasons to adopt peer clinical supervision. If a climate can be created in which teachers can genuinely explore the meaning and potential of "reflection-in-action" for improving their practice, then peer clinical supervision is a powerful way for the observation and analysis of teaching to proceed. (CB)

ED 270 442 SP 027 718

Huling-Austin, Leslie; And Others
Model Teacher Induction Project Study Findings. Final Report.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- 85
NOTE- 98p.; For related document, see ED 263 104.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Mentors; *Program Development; *Program Effectiveness; Teacher Characteristics; *Teacher Orientation; *Teacher Placement
IDENTIFIERS- *Beginning Teacher Induction

The Research and Development Center for Teacher Education at the University of Texas at Austin during the 1984-85 school year developed and field tested a Model Teacher Induction Project (MTIP) to contribute to the knowledge base of teacher induction. In addition, a satellite project aimed at building a network of institutions and individuals interested in implementing and studying similar staff development programs in different settings was established. This report includes a brief review of related literature followed by a comprehensive description of the MTIP, including the project itself, research related to the project, and the MTIP Satellite Network. Study findings focusing on participants and their practice are reported as they related to the context, personal and professional characteristics of participants, concerns of participants, and the interactions of first-year teachers and support teachers. Findings related to the activities and effects of the MTIP are reported as they relate to the effects of the MTIP interventions, factors affecting implementation of the MTIP, and needs/concerns not addressed by the MTIP. The study findings section concludes with a discussion of what has been learned from the MTIP Satellite effort. Implications and recommendations derived from the study are included. (Author/JD)

Allen, David F.; Fry, Robert E.
Survey Administration: Computer-Based vs. Machine Readable.
PUB DATE- Apr 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Small broken type in appended survey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; College Students; *Computer Oriented Programs; *Data Collection; Evaluation Methods; Grade Point Average; Higher Education; Questionnaires; *Response Style (Tests); Statistical Significance; Student Reaction; *Surveys; Validity
IDENTIFIERS- *Respondent Behavior; *Response Rates (Questionnaires)

This study determined the effects of two data collection techniques on response rate, response bias, response validity and respondent evaluation. Administration of a computer survey was compared to a machine readable paper survey. Cover letters were sent to 249 college sophomores who were randomly selected and proportionally stratified by intended major. They were alternately assigned either a computer-assisted survey or an optically-scanned paper and pencil survey. Both questionnaires contained 31 identical items. After eliminating four nondeliverable surveys, the response rate was 29 percent for the computer-group and 49 percent for the scanner-group. There was no difference in response rates between applied and non-applied majors. Significantly more computer-group members had had previous computer experience. There was no difference in overall satisfaction means between groups. Students in the scanner-group were more likely to overestimate their actual grade point average. In evaluating the survey, both groups considered the survey convenient. Computer-group members were more likely to recommend it to a friend and felt that the survey was too short. From this study it is concluded that the practical and psychological advantages of administering an attitude survey by computer outweigh the disadvantages associated with its lower response rate. (Author/PN)

ED 270 510 UD 024 891

Farkas, George; Hotchkiss, Lawrence
Incentives and Disincentives for Subject Matter Difficulty and Student Effort: Course Grade Determinants across the Stratification System.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 39p.
CONTRACT- NIE-G-83-0005-P-1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Educational Improvement; *Grade Point Average; High Schools; *High School Students; Homework; Incentives; *Minority Groups; Motivation; *Performance Factors; Socioeconomic Status

The structure of incentives and disincentives for student effort in school, and how this structure may be modified by educational reform, were investigated using data from the High School and Beyond (HS&B) survey. A framework was designed which blends sociologists' focus on school organization and educational stratification with economists' explicit attention to individual response to incentive structures. Independent variables such as homework time, misbehavior, and difficulty of courses were found to exert a significant effect on course grade response. However, the magnitude of these effects are slight, and this suggests that stronger incentives for homework time and good behavior may be desirable. Minority, low socioeconomic status, and non-academic track youths do not receive lower rewards for good behavior; and minorities and non-academic track youth suffer weaker penalties in terms of negative grading effects for attempting more difficult courses. Yet the variables examined in the study are unable to account for the generally lower grade point averages earned by these students. The extent to which such inter-group differences are due to ascription, ability, or motivation remains a research question. A 37-item reference list is appended. (Author/KH)

ED 270 427 SP 027 669

Nutrition and Physical Fitness in Public Health. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Ninth Congress, First Session on Oversight on Diet and Its Association with the Cause and Prevention of Cancer, and the Utilization of Quality Exercise in the Health Care Industry, November 13, 1985.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-513
PUB DATE- 86
NOTE- 263p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Diabetes; *Disease Control; *Eating Habits; *Exercise; Hearings; Heart Disorders; Hypertension; *Nutrition; *Physical Fitness; *Prevention
IDENTIFIERS- Congress 99th

This hearing was called to highlight the benefits of prevention of major diseases. Witnesses included representatives of the government, science, entertainment, and the fitness industry. Statements were made on the subjects of: (1) nutrition; (2) physical fitness; (3) prevention of heart disease; (4) prevention of cancer; (5) controlling hypertension; (6) lower back treatment; (7) orthopaedic rehabilitation; (8) disease prevention/health promotion initiatives by individual states; and (9) dietetics. (JD)

ED 270 525 UD 024 923

Sigmon, Scott B.
"Culture-Fair" Mental Ability Testing with Schoolchildren: A Review of the Silent Raven; Adequate If Used with Caution.
PUB DATE- 82
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Advantaged; Disadvantaged; Elementary Secondary Education; *Ethnic Bias; Intelligence Quotient; *Intelligence Tests; *Racial Bias; *Sex Bias; *Socioeconomic Status; *Students
IDENTIFIERS- *Coloured Progressive Matrices

This paper examines Raven's Colored Progressive Matrices Scale (CPM) IQ test which is considered by many to be "culture fair." The emphasis is on socioeconomic status but factors of sex and ethnicity are also considered. Two major studies from which socioeconomic status data can be extracted are examined. These and other studies found that children from more affluent backgrounds do better on the CPM than socially disadvantaged children of the the same age groups. On the issue of ethnicity, it was found that, on the whole, white children tested higher. Further, some studies show that boys do better on the test than girls. In comparing CPM to other tests, it was found that paired associative learning tasks may be less socioeconomically biased than the CPM and that CPM correlated highest with the Block Design subtest of the Wechsler Intelligence Scale for children (WISC), a test of abstract spatial thought. Tables are included presenting some of the data and a list of references is appended. (CG)

ED 270 554 UD 024 960

Investigation of Civil Rights Enforcement by the Department of Education. Hearings before a Subcommittee of the Committee of Government Operations, House of Representatives, Ninety-Ninth Congress, First Session, July 18 and September 11, 1985.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 86
NOTE- 429p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; Desegregation Plans; *Equal Education; *Federal Regulation; Hearings; *Law Enforcement; Racial Discrimination; *School Desegregation; *Social Discrimination
IDENTIFIERS- Congress 99th; *Department of Education

This document is a transcript of a Congressional oversight hearing on the Department of Education's enforcement of Federal Civil Rights laws. Testimony, letters, and prepared statements are included from representatives of the department's Office for Civil Rights (OCR), the National Association for the Advancement of Colored People, the National Women's Law Center, and the Disability Rights Educational and Defense Fund. According to a final statement by the committee chairman, major findings of the hearing were: (1) although the OCR seeks voluntary settlements of all discrimination complaints before the investigation begins, many cases are apparently not settled on a sound legal basis; (2) the OCR has moved to a good-faith standard in measuring the effectiveness of desegregation plans; (3) the Justice Department has taken little action on the nearly two dozen discrimination cases referred to it by OCR since 1981; (4) despite serious staff shortages at OCR, the office routinely returns funds it had been allocated for law enforcement activities; and (5) discrimination in the United States continues to be a problem. (KH)

ED 270 365 SO 017 188

Cornbleth, Catherine, Ed.
An Invitation to Research in Social Education. Bulletin No. 77.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-51-0
PUB DATE- 86
NOTE- 145p.; For related documents, see ED 254 477 and ED 255 469.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Educational Research; Elementary Secondary Education; Ethnography; Experiments; Models; Questionnaires; Research; Researchers; *Social Studies; Teachers

Nine authors contributed to a three part bulletin inviting research in social education. Part 1, Research Perspectives, contains chapters one and two: (1) "The Invitation" (Catherine Cornbleth) and (2)"Paradigm and Purpose" (Thomas S. Popkewitz). Part 2, "Research Alternatives, has chapters three through eight: (3) "Survey Research" (Dennie L. Smith); (4) "Experimental Research" (Patrick Ferguson); (5) "An Ethnographic Approach" (Jane J. White); (6) "Critical Research" (William B. Stanley); (7) "Social Education of Young Children" (Marianne N. Block); and (8) "Social Studies Teachers as Researchers" (Judith Torney-Purta). Part 3, Two Views of Social Studies Research, includes the final chapters nine and ten; (9) "A Teacher's Perspective" (Saundra J. McKee) and (10) "Social Studies Research Reconsidered" (Catherine Cornbleth). Each of the chapters has an accompanying bibliography. (JH)

Friesen, John W.
Doukhobors in Alberta: A People in Transition.
PUB DATE- Oct 85
NOTE- 42p.; Paper presented at the Bicentennial Conference of the Canadian Ethnic Studies Association (7th, Montreal, Quebec, Canada, October 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Cultural Background; Cultural Traits; Educational Sociology; *Ethnicity; Foreign Countries; Human Geography; Interpersonal Competence; Social Adjustment; *Social Development; Social Influences; Social Integration; Social Science Research; Social Sciences; Social Studies; *Sociocultural Patterns; *Sociology; Surveys
IDENTIFIERS- *Alberta; Assimilation Theory; Canada; *Doukhobors (Canada)

The study reported in this paper identified and interviewed a representative sample of the former Doukhobor residents of 13 Canadian villages and compared responses of three generations of Doukhobors regarding the nature and strength of their present identity. The results of the survey are summarized in 5 idea components: Awareness of Culture; Language, Religion and Belief System; Education and Schooling; Threat of Assimilation; and Confronting Issues, Discrimination, etc. A brief discussion of Doukhobor beliefs and history help provide a background to the field work and analysis described. References and two appendixes are included; the appendices consist of an outline of interview responses charted by age group and the interview questionnaire. (TRS)

ED 270 395 SP 027 564

Loesch-Griffin, Deborah; And Others
Predicting Health Behavior Changes in Adolescents: A Tenth Grade Nutrition Curriculum.
Stanford Univ., Calif.
SPONS. AGENCY- National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD.
PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
GRANT- HL07034; HL21906
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Behavior Change; Cardiovascular System; Disease Control; Health Education; *Nutrition Instruction; Secondary Education; Student Attitudes; *Student Behavior

Two studies investigated the utility of a Cognitive-Behavior Change model in predicting adolescents' health behavior changes. The intervention specifically aimed at increasing students' knowledge of heart healthy habits, strengthening their beliefs, attitudes, and confidence regarding their ability to improve their health habits, and providing students with the skills to make the heart healthy decisions and behavior changes. Six hundred and sixty tenth-grade students in six high schools in communities covered by the Stanford Heart Disease Prevention Program's (SHDPP) Five City Project participated in the study. The socioeconomic status of the students in both studies ranged from low to upper middle class. Students were assigned to a treatment condition with the 5-6 session SHDPP intervention or a control (delayed treatment) condition. In both studies, students receiving the SHDPP intervention exhibited greater health improvements than did students in the control condition, as measured by pre-post self-report survey and behavioral observations. The most powerful predictors in changing adolescents' health behaviors were Behavioral Intentions, Knowledge, and Confidence components of the Cognitive-Behavior Change model. (Author/JD)

ED 270 411 SP 027 625

King, Rita M.

Women Mentors as Leaders.

PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Females; Feminism; Interpersonal Relationship; *Leadership Qualities; *Leadership Styles; *Mentors; Sex Differences; Teacher Administrator Relationship; *Teacher Characteristics
IDENTIFIERS- California; *California Mentor Teacher Program

California established a Mentor Teacher Program as part of the educational reform package entitled Senate Bill 813 in an effort to encourage exemplary teachers to remain in teaching and to have a means to share their expertise with other teachers. This study, part of a larger research project with Far West Laboratory for Educational Research, reflects the information obtained about women mentors from one urban district in the southern part of the state. There is need to view leadership from an expanded definition beyond the traditional male model, and to nurture approaches that can bring forth greater amounts of teacher cooperation, teamwork, quality, empathy, collaboration, and high performance standards. This paper views the first year of implementation of the California Mentor Teacher Program through the interviews of 46 women educators. (Author)

ED 270 457 TM 860 302

Smith, Patricia C.
Global Measures: Do We Need Them?

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Attitude Measures; Correlation; Feedback; *Global Approach; *Job Satisfaction; Measurement; Measurement Techniques; Multiple Regression Analysis; *Predictive Measurement; Pretests Posttests; Scores; *Stress Variables; Test Construction; Test Use
IDENTIFIERS- *Job Descriptive Index; *Job in General Scales

Data from the areas of job satisfaction and job stress are used to illustrate the following points: (1) that measurements can be arranged conceptually along a continuum from the specific to the global (or general); (2) that scales can be constructed which represent different levels of generality, within the same content area; (3) that such scales are not equivalent or interchangeable; and (4) that such scales are useful and meaningful. A scale, the Job in General Scale (JIG), was constructed and administered to a large sample (n=600) as part of a test battery at a nuclear power plant construction site. Primarily the administration was to obtain the best possible estimate of general satisfaction from the items of the Job Descriptive Index (JDI) and to compare it with the JIG Scale. In addition, data was obtained for a later comparison of the effectiveness of the kinds of scales in predicting a number of tests. A correlational analysis showed that each of seven predictor scales predicted every one of the tests, with only one correlation not significant at the one percent level. Results were also analyzed in relation to facet scales, the Unidimensional scale, the JIG Scale, the Work Scale, and differences in scales. (PN)

ED 270 485 TM 860 368

Hambleton, Ronald K.; Rogers, H. Jane
Evaluation of the Plot Method for Identifying Potentially Biased Test Items.
PUB DATE- 18 Feb 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Criterion Referenced Tests; Culture Fair Tests; Difficulty Level; Estimation (Mathematics); Goodness of Fit; Grade 3; Higher Education; *Latent Trait Theory; *Mathematical Models; *Measurement Techniques; Primary Education; Research Methodology; Sample Size; Scaling; Scores; Statistical Studies; *Test Bias; *Testing Problems; *Test Items; Test Theory
IDENTIFIERS- Cleveland Public Schools OH; Item Parameters; *Plot Method; University of South Florida; University of Wisconsin

This report was designed to respond to two major methodological shortcomings in the item bias literature: (1) misfitting test models; and (2) the use of significance tests. Specifically, the goals of the research were to describe a newly developed method known as the "plot method" for identifying potentially biased test items and to conduct several methodological investigations associated with applying the plot method. Following an introduction to the theory which forms the basis for the three-parameter logistic model and the model itself, the plot method first described by Shepard was presented. Advantages of the plot method were that (1) the problem of sample size was controlled for through the baseline plots; (2) the baseline plots provided a basis for interpreting the importance of particular independent variables on the invariance property of item difficulty parameter estimates; and (3) the concept of replication could replace the concept of statistical significance testing. The plot method resulted in reasonably stable determinations of potentially biased test items with small samples. Other methods with small sample sizes were not as successful. Methodological findings provided direction for future applications of the plot method. References and figures are appended. (Author/PN)

ED 270 498 TM 860 388

Mandeville, Garrett K.
The Evaluation of a "Count Down" Procedure for Identifying Effective Schools.
PUB DATE- 17 Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Rating; Achievement Tests; Awards; Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *High Achievement; Improvement Programs; Institutional Evaluation; Mathematics Achievement; Reading Achievement; *Research Problems; Sampling; *School Effectiveness; State Programs; Validity
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Effective Schools Research; South Carolina; South Carolina Basic Skills Assessment Program; South Carolina Educator Improvement Act; *South Carolina School Incentive Reward Program

South Carolina's School Incentive Reward Program Program (SIRP) based on year-to-year gains in reading and mathematics achievement, which seemed to have face validity, was evaluated, particularly its use of the relative gains of students in only the highest grade in the school as the basis for the awards. When this requirement was relaxed so that the results of the students in the next lower grade in the school were used, award decisions based on the two analyses were inconsistent, essentially random. The data were obtained from South Carolina's Basic Skills Assessment Program's (BSAP) criterion referenced tests administered to all students in grades 1-3, 6, 8, and 11, and the Comprehensive Tests of Basic Skills (CTBS) administered in grades 4, 7, and 10. The percentage passing the BSAP tests and the school mean normal curve equivalents on the CTBS subtests defined school-grade performance. Schools with high achievement gains or generally high performance were considered eligible to receive SIRP funds. Of 984 schools studied, 315 were identified as high performance schools based on the highest grade level, and 310 based on the next lower grade. One hundred and three schools were identified on both analyses. It was suggested that policymakers be aware of these problems in effective schools research. (Author/GDC)

ED 270 540 UD 024 945

School Meal Programs. Options for Improving the Verification of Student Eligibility. Briefing Report to the Honorable William F. Goodling, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/RCED-86-122BR

PUB DATE- Mar 86

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ancillary School Services; Compliance (Legal); Elementary Secondary Education; *Eligibility; *Federal Programs; *Food; Poverty Programs; Program Improvement

IDENTIFIERS- *School Lunch Program

This report examines the effectiveness and results of the federally prescribed procedures and processes that school food authorities use to verify student eligibility for free and reduced-price meals under the School Lunch and School Breakfast Programs. While school districts surveyed were found, on the whole, to comply with Federal regulations, a high rate of application errors was found. Regulations do not require districts to expand their verification efforts despite high error rates and thus many students receiving inappropriate benefits are not being detected. This report analyzes the data and provides suggestions for improving effectiveness of verification and eligibility processes. (CG)

ED 270 443 SP 027 719

Hoffman, James V.; And Others

Teacher Induction Study: A Final Report of a Descriptive Study.

Texas Univ., Austin. Research and Development Center for Teacher Education.

PUB DATE- Dec 85
NOTE- 239p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Program Development; *Program Effectiveness; *State Programs; State Standards; *Supervisory Methods; Teacher Evaluation; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This study describes the impact of certain state-mandated beginning teacher programs on the transition from student to teacher. Program impact was considered at a number of levels: ideological/societal, institutional, instructional, and personal. Sixteen beginning teachers in two states with mandated induction programs were studied throughout their first year of teaching. Also included in the study were the experienced teachers, administrators, and other persons working with these teachers as part of the induction programs. The research was conducted by interviews, journal entries, and classroom observations. Attention was also given to institutional and societal factors through the use of extensive interviews, content analysis of documentation related to the induction program, and non-participant observations. Analyses revealed a significant impact for these programs, not only on the experiences of the first-year teachers but also on the professional lives of the others who participated in the programs. Analyses of program features that seemed to contribute to a positive first-year experience were identified. Recommendations are offered for the future based on the findings from this study in terms of improving the quality of induction programs. An 11-page list of references, a teacher induction study analysis scheme, and samples of the instruments used in the survey are appended. (Author/JD)

ED 270 471 TM 860 350

Cohen, Peter A.
An Updated and Expanded Meta-Analysis of Multisection Student Rating Validity Studies.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Research; Class Size; College Faculty; Correlation; Course Evaluation; Effect Size; *Faculty Evaluation; Higher Education; Interrater Reliability; Literature Reviews; *Meta Analysis; Predictor Variables; Research Design; Sample Size; Self Evaluation (Individuals); Student Evaluation; *Student Evaluation of Teacher Performance; *Test Validity

A meta analysis was conducted of studies of college students' evaluations of their teachers. Forty-seven studies were included, representing 74 multisection courses, in which four selection criteria were met. An actual, rather than an experimental class was used; the unit of analysis was the class rather than the individual student; a common achievement measure was used across all class sections; and data were available to calculate the correlation between student achievement and ratings on instructors. The major outcomes of interest were the relationships between: (1) overall instructor ratings and student learning; (2) overall course ratings and student learning; (3) students' self-rating of learning and student achievement; and (4) student rating dimensions as identified commonly in the literature, and student learning. Twenty variables were used to categorize the research methodology. Achievement was indicated by final examination scores, cumulative point totals, or final grades. Results indicated a significant positive correlation between overall instructor rating and student learning. The size of this effect was different when teachers, rather than external graders, evaluated the exam; ratings were administered before students knew their final grade; or a small number of sections was studied. Both course ratings and student self-ratings were positively correlated with actual learning. References, categories used to describe study features, and extensive data tables are appended. (GDC)

ED 270 511 UD 024 892

The Black Elderly in Poverty. Hearing before the Congressional Black Caucus, "Brain Trust on Aging" and the Select Committee on Aging, House of Representatives, Ninety-Ninth Congress, First Session, September 27, 1985.

Congressional Black Caucus, Washington, D.C.; Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-544
PUB DATE- 86

NOTE- 73p.; Portions of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); *Blacks; Community Services; *Federal Aid; Government Role; Low Income Groups; *Older Adults; *Poverty; *Retirement Benefits; *Social Services
IDENTIFIERS- *Social Security; Supplemental Security Income

This document presents a transcript of a hearing on the problems of the black elderly poor. Statements read by nine advocates for the aged and agency representatives are included. Among the issues discussed are cutbacks of Federal income support and maintenance programs, housing, health care, and nutrition; and the fact that older blacks are three times more likely to be considered poor than older whites. Four appendices are included: (1) statistics on poverty among aged blacks in 1984; (2) a statement of the American Association of Retired Persons; (3) national policy recommendations generated at the 1985 convention of the National Caucus and Center on Black Aged, Inc., including the increase of Supplemental Security Income (SSI) to above poverty levels; and (4) a statistical profile of elderly black Americans. (KH)

ED 270 526 UD 024 924

Hochschild, Jennifer L.
The New American Dilemma: Liberal Democracy and School Desegregation.

REPORT NO.- ISBN-0-300-03114-9
PUB DATE- 84
NOTE- 277p.
AVAILABLE FROM- Yale University Press, 92A Yale Station, New Haven, CT 06520 ($9.95 paperback--ISBN-0-300-03114-9; $30.00 cloth--ISBN-0-300-03113-0).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; *Citizen Participation; *Democratic Values; *Desegregation Effects; Elementary Secondary Education; Politics of Education; Public Policy; *Racial Relations; *School Desegregation; Social Change

The basic thesis of this book is that neither minorities nor whites benefit when incremental and participatory methods are used to desegregate schools. Rather, it argues, school desegregation can succeed only when rapid and extensive change is imposed by nonelected officials, at a centralized level, and without citizen involvement. Chapter 1 covers the relationship of racism and liberalism in American history and surveys prevailing notions about why racism exists and how it can be abolished. Using socioeconomic status (SES) data on blacks, Chapter 2 challenges the argument that racism and its consequences can be eradicated through conventional forms of political action. Chapter 3 includes a list of goals for desegregation and briefly discusses two notions of how social change can and should occur: incrementalism and popular control. Chapter 4 argues that incremental policy-making cannot promote the abolition of racism with reasonable promptness. Numerous examples of such policies (including time plans, busing, and voluntary desegregation plans) are cited. Chapter 4 assesses popular control and concludes that the (largely white) electorate cannot be counted on to mandate policies requiring racial balance. Chapter 5 argues that only rarely do citizen groups aid acceptance by whites of desegregation. Finally, Chapter 6 considers alternatives to previously attempted desegregation schemes. It asserts that radical change may be accomplished only through methods that are unpalatable to the ruling elite. (KH)

Secondary School Program Quality Criteria.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 76p.; For a related document, see SP 027 675.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Standards; Core Curriculum; *Educational Quality; Secondary Education; *Secondary School Curriculum; *State Standards
IDENTIFIERS- *California

This publication sets forth quality criteria that describe a high-quality school in the following areas: (1) English/language arts; (2) mathematics; (3) science; (4) history-social science; (5) foreign language; (6) visual and performing arts; (7) vocational-technical education; (8) students' paths through high school; (9) integrated skills; (10) instructional practices; (11) special needs; (12) improvement processes; and (13) the culture of the school. Each criterion consists of a narrative statement portraying the central features of high quality. This statement is followed by a series of concrete descriptions indicative of this quality. (JD)

ED 270 541 UD 024 946

A Compendium of Promising Educational Practices. Pacific Region Educational Program.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 85

NOTE- 220p.

CONTRACT- 400-83-005

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Problem Solving; *Program Content; *Program Effectiveness; Public Schools; Staff Development; Student Improvement

IDENTIFIERS- *Hawaii; Pacific Islands

This document profiles locally developed programs that have proved effective in specific schools. The material is presented in a manner that is useful to other schools and/or districts. On-site coordinators worked with schools, districts, and departments in the Pacific region to define their problems, determine which of the practices held promise for solving these problems, and helped with the adoption or adaptation of the practice or product. The document is divided into sections on (1) instructional leadership, (2) professional development, (3) curriculum instruction, (4) evaluation and testing, and (5) planning. Many samples of materials used in various programs are included. (CG)

ED 270 555   UD 024 961

Dean, Cynthia, Comp.; And Others
Healthy Children/Healthy World.
International Service Association for Health, Inc., Atlanta, GA.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- May 86
NOTE- 46p.
AVAILABLE FROM- INSA, P.O. Box 15086, Atlanta, GA 30333 ($3.00; $2.50 for 10 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Welfare; *Class Activities; *Developing Nations; *Health Conditions; Hunger; Instructional Materials; International Education; Junior High Schools; *Nutrition; Poverty

This manual presents a curriculum on the health and nutrition of children in the developing world for students in middle schools. The objectives of the curriculum are to give American students a more accurate idea of the problems related to child survival worldwide, to enable them to integreate these issues into their regular classroom activities, and to become involved in related follow-up activities. Emphasis is placed on lessons relating to a health stragegy called "GOBI" (an acronyn for growth monitoring, oral rehydration therapy, breastfeeding, and immunization). The guide is divided into six units, each of which provides background information, instructional materials, and suggestions for activities inside and outside of the classroom. The subject focus of each unit is as follows: (1) World Overview; (2) Growth Monitoring; (3) Oral Rehydration Therapy; (4) Breastfeeding; (5) Immunization; and (6) Resources. Evaluation activities, pre- and post-tests, and information on members of the Atlanta Campaign for Child Survival are included. (KH)

ED 270 366 SO 017 192

Bulatao, Rodolfo A.

Reducing Fertility in Developing Countries: A Review of Determinants and Policy Levers. World Bank Staff Working Papers No. 680 and Population and Development Series, No. 5.

World Bank, Washington, D. C.

REPORT NO.- ISBN-0-8213-0444-5

PUB DATE- 84

NOTE- 137p.; For related documents, see SO 017 156-157 and SO 017 160-164.

AVAILABLE FROM- Publications Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC 20433.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Contraception; Demography; *Developing Nations; Family Size; Overpopulation; *Parent Education; Population Distribution; *Population Education; Population Growth; *Population Trends; Research Reports; *Trend Analysis

The determinants of fertility and attempts to extract conclusions that are relevant for fertility reduction policies in developing countries are investigated. The paper suggests that socioeconomic development has a decisive effect in lowering fertility in the long run but in the short run, and for specific households, the effect is not as conclusive. The study suggests that education, especially for women, fairly reliably reduces fertility, though its effect may take years to appear. Improved health and lower mortality also contribute to lower fertility, through both biological and behavioral channels. The effect of female employment, in contrast, is uncertain and undependable. Other determinants, i.e., fertility behaviors such as later marriage, longer breastfeeding, and more frequent fertility regulation through contraception or abortion, are explored. Cross-national patterns and trends for each of these behaviors are summarized. Specific programs to raise women's status and delay marriage, to educate people about breastfeeding and to make it more convenient, and to apply safe and effective contraception are explored and evaluated. (RSL)

ED 270 380 SO 017 224

Strawn, Virginia
Introduction to Zen Buddhism.
Indiana Univ., Bloomington. East Asian Studies Center.; Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 80
NOTE- 15p.; A product of the Midwest Program for Teaching about Japan. For related documents, see SO 017 225-226. Some photographs may not reproduce clearly.
AVAILABLE FROM- Midwest Program for Teaching about Japan, Indiana University, 203 Memorial Hall, Bloomington, IN 47405 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; *Buddhism; *Instructional Materials; Learning Activities; Lesson Plans; Meditation; Religion; Religious Education; Secondary Education; Units of Study
IDENTIFIERS- *Zen Buddhism

A lesson plan, divided into four learning activities, introduces the topic of Zen Buddhism by presenting one of many possible approaches to the academic study of religion in a secondary setting. The lesson plan is designed for integration into world history, global studies, or sociology classes in secondary schools. Learning activity one focuses on Buddhism and Zen Buddhism, activity two examines practices in Zen Buddhism, activity three discusses additional practices in Zen Buddhism, and activity four investigates two schools of Zen, Dr. Suzuki's view, and Zen's influence on Japanese society. Each learning activity is divided into three or four parts, including a vocabulary list and student projects. The document concludes with a listing of 11 suggested readings. (RSL)

ED 270 396 SP 027 574

Newport, John F.

Contrasting Two Approaches to Developing Teacher Education Programs and Evaluating Student Teachers.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; *Evaluation Methods; Higher Education; Preservice Teacher Education; Program Development; *Student Teacher Evaluation; *Student Teachers; *Teacher Education Programs; *Teacher Evaluation

Two approaches to teacher education program development and student teacher evaluation are contrasted, the "expert" approach and the "consensus-responding" approach. The expert approach focuses on what is believed to be the best or "right way" to teach. This approach specifies teaching skills that faculty members (experts) believe describe appropriate teacher performance. A program is developed and implemented that is intended to enable trainees to perform these skills. Following student teaching, trainees are rated on how well their performance on the prescribed set of teaching skills matched their supervisors' concept of "ideal" performance. The consensus-responding approach to program development and student evaluation is based on the belief that all individuals involved in the program are constantly searching for more appropriate teaching skills, and modifying the concept of appropriate teacher performance. A master list of approximately 75 to 100 teaching skills appropriate to a variety of teaching styles is used, and student teachers are evaluated on their use of specific skills appropriate to their prefered teaching styles. This paper presents an analysis of each of these approaches and discusses the strengths and problem areas of each. (JD)

ED 270 412 SP 027 626

Weber, Sandra
Teacher Education: The Professor's Point of View.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Research; Higher Education; Preservice Teacher Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Educators

This study explored the experiences of six professors of education from three Canadian faculties of education. The two men and four women studied ranged in academic rank from lecturer to full professor and differed in university teaching experience from a few months to over 20 years. Areas of specialization and department affiliation included early childhood education, educational foundations, elementary education, social studies, reading and language arts, and secondary education. Information on the professors' teaching experiences was obtained through extensive open-ended interviews, university classroom observations, journal writing, and the examination of course syllabi and other written documents. Findings are presented in the form of stories and reflections, as told by the professors. Through careful analysis of the findings, a profile is presented of the teacher educator, with teacher education emerging as a generative mode of being, and as a primary way in which teacher educators search for meaning and confirmation in their own lives. (CB)

ED 270 458 TM 860 307

Cason, Carolyn L.; And Others
Reviewer Standards in Division I Program Selection.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Associaton (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Conference Papers; Data Analysis; Educational Research; *Evaluation Criteria; *Examiners; *Interrater Reliability; Measurement Techniques; Models; *Quality Control; *Rating Scales; Reliability; Research Reports; Standards; Test Validity
IDENTIFIERS- *Reviewers

Cason and Cason's model of performance rating was used to determine the extent to which variation in reviewer standards affected the reliability and validity of the program review process used to select papers for inclusion in the annual program. Data analyzed were the overall recommendation for acceptance and ratings on seven quality criteria from each reviewer on each paper proposal in 1983, 1985, and 1986. The Casons' model fit each year's data. Significant rater stringency variance was found for each of the three years. Rater stringency persisted up to three years providing strong construct validation for the model. Removing the rater stringency effect improved reliabilities from .768, .722, and .739 to .813, .790 and .790. Construct validities also improved. Had adjusted ratings been used in 1986, up to 6 of the 35 papers accepted would have been rejected. There were no significant differences in mean rater standards year to year; however, mean paper proposal quality was sharply lower in 1985. In all years, mean paper quality of accepted proposals was significantly better than that of rejected proposals. Access to adjusted ratings at the time of the selection decision would ease the committee's task and probably improve the quality of its decisions. (Author/PN)

ED 270 486 TM 860 369

Allal, Linda
Extensions of Generalizability Theory through the Principle of Symmetry.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; Educational Research; *Factor Analysis; Factor Structure; Foreign Countries; *Generalizability Theory; Item Analysis; Item Banks; *Measurement Techniques; Program Evaluation; *Research Methodology; Research Problems; Standardized Tests; *Symmetry

This paper discusses the theoretical scope and practical applicability of generalizability (G) theory through the principle of symmetry. Major ideas are summarized and factors hindering applications of G theory in research conducted in French-speaking Europe are presented. The principle of symmetry affirms that any factor of a design can be selected as an object of measurement and that the G theory operations defined for one factor can be transposed in the study of other factors. The principle allows the extension of G theory to situations based on complex factorial designs and involves multiple purposes of measurement in three major directions: (1) consideration of all types of facets; (2) analysis of multifaceted populations; and (3) development of a general framework for analysis. Widespread application of G theory is unlikely to occur until specialists in program evaluation develop procedures for integrating the collection and analysis of quantitative data with the application of quantitative methods of investigation. One of the most potentially useful applications of generalizability theory is the procedures it provides for using data from an initial study to determine improvements of the design to be used in subsequent research or in decision making. (PN)

ED 270 499 TM 860 389

Reckase, Mark D.
The Use of Tailored Testing with Instructional Programs. Final Report.
American Coll. Testing Program, Iowa City, IA. Test Development Div.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-1
PUB DATE- Mar 86
NOTE- 43p.
CONTRACT- N00014-82-K-0716
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Adaptive Testing; Attitude Measures; *Computer Assisted Testing; Latent Trait Theory; Microcomputers; *Military Training; Postsecondary Education; Radar; *Student Attitudes; *Test Format; Testing Problems
IDENTIFIERS- Computerized Testing Evaluative Survey; Paper and Pencil Tests

A computerized testing system was implemented in conjunction with the Radar Technician Training Course at the Naval Training Center, Great Lakes, Illinois. The feasibility of the system and students' attitudes toward it were examined. The system, a multilevel, microprocessor-based computer network, administered tests in a sequential, fixed length format for the purpose of comparing the effect of mode of administration of test items (computerized versus paper-and-pencil). Since the one-parameter and three-parameter logistic models were both determined to be acceptable, the less expensive one-parameter model was used. The results indicated that, in spite of hardware problems, the system design was viable and that microcomputers could be used to administer achievement tests in an instructional program environment. Some items were found to operate differently when administered on a computer screen as compared to a paper-and-pencil administration. Further research was suggested to determine the cause of the differences in item performance. A 23-item attitude survey, which is appended, was administered to a sample of 136 trainees. The trainees generally had no difficulty taking the test on the computer, and 62 percent indicated that they enjoyed it. (Author/GDC)

ED 270 429 SP 027 675

Handbook for Conducting a Secondary Program Review.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 161p.; For a related document, see SP 027 674.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento CA 95802-0271 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Environment; Educational Improvement; Instructional Development; *Program Evaluation; Secondary Education; *Secondary School Curriculum; *Self Evaluation (Groups)
IDENTIFIERS- *California

The three major goals for a program review are: (1) the generation of information by and for the school community on the status of the school's program; (2) the implementation of a model for improvement that includes diagnosis followed by external review followed by planning; and (3) the focusing of the school community on improvement, specifically in relation to the quality criteria. The program review process described in this handbook focuses on the extent to which the school curriculum, instructional methodologies, and school-wide organization strategies contribute to a high-quality education program for each student. The quality criteria used in program review address the two major aspects of a school program--curriculum, and the school-wide policies, practices, and procedures that shape and support instruction. Curriculum criteria have been developed for: (1) English/language arts; (2) mathematics; (3) science; (4) history-social science; (5) visual and performing arts; and (6) vocational-technical education. The school-wide criteria include: (1) students' paths through high school; (2) integrated skills; (3) instructional practices; (4) students with special needs; (5) the improvement processes; and (6) culture of the school. (JD)

ED 270 444 SP 027 722

Griffin, Gary A.; And Others
Changing Teacher Practice. Executive Summary of an Experimental Study. Report No. 9055.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 47p.; For related document, see ED 240 110.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Behavior Change; *Change Strategies; Elementary Education; *Improvement Programs; Inservice Teacher Education; *Research Utilization; Staff Development; Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- *Changing Teacher Practice Study

A school-based intervention, Changing Teacher Practice (CPT), was developed to teach school leaders, principals, and resource leaders what research has discovered to be effective teaching and effective staff development. CTP was designed to determine if research findings could be used to improve practice and whether practitioners in a school setting were receptive to knowledge derived from research procedures. A major concern was the effect of staff developers' behaviors upon teachers with whom they worked, and the effects of teachers' behaviors on pupil outcomes. The CTP study used research on teaching findings as content for a planned intervention. Research on teacher and school change was used as the basis for a delivery system for that content. These two bodies of information were combined into a specific change strategy which was introduced to staff development persons in an ongoing school setting and reinforced twice in that setting. The implementation of the CTP study demonstrated the possibilities (and problems) associated with attempting to introduce research findings into school and classroom settings through an intervention aimed at school leaders. (JD)

ED 270 512 UD 024 893

Job Training Partnership Act. Data Collection Efforts and Needs. Briefing Report to the Chairman, Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-69BR
PUB DATE- Mar 86
NOTE- 25p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; Disadvantaged; *Federal Programs; *Information Needs; Job Training; *Research Methodology; *Research Utilization
IDENTIFIERS- Department of Labor; *Job Training Partnership Act 1982

This report describes and evaluates the initial data collection system of the Department of Labor's Job Training Partnership Act (JTPA) and focuses on recently proposed revisions to reporting requirements. Focus is placed on the collection of data on the Title II program for disadvantaged youths and adults. After describing the system generally, the report outlines specific limitations of each collection method used, including the job training annual and quarterly status reports and the separate components of the longitudinal survey, including the Quick Turnaround Survey, Longitudinal Participant Survey, and the Longitudinal Comparison Survey (never implemented). Next, recent developments are discussed, and suggestions for additional revisions designed to eliminate the shortcomings of the present system are presented. The revised system should provide better data for use in setting performance standards and considerably more detailed information for program management and oversight. However, three particular problems will remain; (1) a lack of specificity of definitions; (2) inconsistency in the data items maintained among service delivery areas; and (3) lack of sufficient information to adequately measure the amount of training provided to program participants. (KH)

ED 270 556 UD 024 962

Erasmus Hall High School Bilingual Program 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 35p.; For 1983-84 OEA Report, see ED 266 203.
GRANT- G00-830-2648

AVAILABLE FROM- Office of Educational Evaluation, New York City Public Schools, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *English Instruction; High Schools; Immigrants; *Limited English Speaking; Minority Groups; Parent Participation; *Program Effectiveness; Staff Development; Urban Schools
IDENTIFIERS- New York (Brooklyn)

In 1984-85, the Bilingual Program of New York City's Erasmus Hall High School was in its second year of a 3-year funding cycle, and served 220 students of limited English proficiency (LEP). The program population included 190 Haitian students, in addition to 21 Hispanic, eight Asian, and one Middle Eastern student. All program participants received English as a second language (ESL) instruction. Native language arts instruction was available for the Haitian and Hispanic students; bilingual classes in mathematics, science, social studies, and typing were available in Haitian Creole/French. The major instructional goal was to provide students with special assistance in English to help accelerate their movement into mainstream academic classes. A combination of Title VII and tax-levy funds supported administrative staff, instructional services, and paraprofessional assistance. Development activities for staff members included monthly meetings and workshops, and attendance at university courses. Parents were involved through a parents' advisory committee and telephone contact with project staff. Supportive services to program participants consisted of academic, personal, career, and college counseling. Tutoring was provided during lunch periods, after school, and on a pull-out basis during class time in Chinese, French, and Haitian Creole. (KH)

ED 270 413 SP 027 627

Maxwell, James P.
The Academic Achievement of Freshman and Junior Education Candidates.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Career Choice; Class Rank; College Freshmen; *Education Majors; Grade Point Average; Higher Education

Previous studies have shown that students who intend to major in education have low SAT and ACT scores. Further, among those students who intended to major, those who do major have even lower average scores. This study also shows that those students who intend to major in education have lower average high school and college grade point averages. And again among those students who intend to major, those who do major have even lower averages. However, students who intended to teach but not major in education who are then drawn to major in education have higher than average high school and college grade point averages. The result of attracting students to education who initially did not want to major in education is to have an education major that is closer to average than those who initially only intended to major in education. (Author)

ED 270 472 TM 860 351

Shoemaker, Judith S.; And Others
Using Microcomputer Software to Score Placement Tests--An Example from the University of California, Irvine.
PUB DATE- Apr 86

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; College Students; *Computer Software; Educational Testing; English (Second Language); Evaluation Utilization; Higher Education; Information Systems; Mathematics Tests; *Microcomputers; Reading Tests; *Scoring; *Student Placement; *Testing Programs; Test Results; Test Use; Writing Evaluation
IDENTIFIERS- *PAR Testing System; *University of California Irvine

This article describes the placement testing program, the use of microcomputer software for scoring and analyzing test results, and the integration of the computerized test results into a comprehensive microcomputer-based student information system at the University of California, Irvine (UCI). UCI offers placement tests in five academic fields: chemistry, mathematics, reading, writing, and English as a second language. Test content closely parallels UCI courses. Tests are offered six times a year. UCI academic departments determine the grading criteria for each test, based on performance of prior students and on the availability of courses. Students are notified regarding test results, and copies are sent to academic counselors. The microcomputer-based student information system will contain information on students' use of academic support services, grades, demographic information, and academic background, as well as placement test information. The PAR Testing System, a comprehensive test preparation, analysis and record keeping software program, contains an error log and is menu-driven. Summary information, including means and percentages of students placed in each course, are provided to the academic units. Test statistics, including reliability and item analyses, are sent to the unit which developed the test. Counselors receive listings containing all test scores and the corresponding course placements. (PN)

ED 270 527 UD 024 925

Webb, Michael B.
Increasing Minority Participation in the Teaching Profession.

ERIC/CUE Digest Number 31.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 5p.; ERIC/CUE Digest Number 31.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - General (140)
DESCRIPTORS- Blacks; *Career Choice; Elementary Secondary Education; Higher Education; Hispanic Americans; *Minority Groups; Schools of Education; *Teacher Distribution; *Teacher Selection; *Teacher Supply and Demand
IDENTIFIERS- ERIC Digests

This digest consolidates recent, key information on minority representation in the teaching profession. Despite widespread efforts to recruit minority teachers, by 1983 the total had decreased 1.5% (down to 11% since 1973) Therefore, many students will go through their entire school career with no minority teachers, no role models, and no sense that teaching is a profession for minorities. Some reasons for this decrease are: (1) increased possibilities for minorities to make more money and win greater prestige in other professions; (2) decrease in minority recruitment and enrollment in colleges; (3) dissatisfaction with the teaching profession; (4) a popular misconception that there is a teacher surplus; and (5) state testing in which minority teachers have low passing rates. Other problems with minority teacher employment include the desegregation efforts which have given many more white teachers jobs which black teachers would otherwise have held; seniority and tenure provisions that have kept white teachers in jobs; and government moves toward incentive grants and tax incentives that diminish programs traditionally employing minority teachers. Some suggestions on how to increase minority participation in the teaching profession are included. (CG)

ED 270 542 UD 024 947

Simon-McWilliams, Ethel, Comp.; Green, Karen Reed, Ed.
Glimpses into Pacific Lives: Some Outstanding Women.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Mar 86
NOTE- 79p.
GRANT- 008401776/008401784
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060) Reference Materials - General (130)
DESCRIPTORS- *Community Leaders; Economic Change; *Females; *Leadership Qualities; Social Change
IDENTIFIERS- American Samoa; Guam; Hawaii; Micronesia; Pacific Islands

This document presents profiles of women who have contributed significantly to governmental changes, social and economic development, and general efforts toward change in Guam, Hawaii, American Samoa, Micronesia, the Republic of the Marshall Islands, the Commonwealth of the Northern Mariana Islands, and Palau. Each profile provides a brief synopsis of the woman's personal, educational, and professional background and current occupation. Included are government workers, health care workers, educators, artists, and a queen. Some profiles are very brief and others approximately two pages. Quotations from some of the women are included. (CG)

ED 270 367 SO 017 193

Dominguez, Jorge I.; Lindenberg, Marc
Central America: Current Crisis and Future Prospects. Foreign Policy Association Headline Series, No. 271.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-098-X
PUB DATE- Dec 84
NOTE- 85p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $3.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Area Studies; *Current Events; *Foreign Policy; Instructional Materials; Latin American Culture; *Latin American History; Political Science; Revolution; Secondary Education; Social Studies; Units of Study; World Problems
IDENTIFIERS- *Central America

One of a series of booklets on world issues, this document summarizes some of the salient aspects of Central America with special attention given to Nicaragua and El Salvador. The booklet identifies the interests, policies, and choices of the major actors in the drama that engulfs the region and, increasingly, much of the world. Chapter one briefly outlines the historical background of Central America characterized as a friction point where European nations and the United States have clashed with each other and with local populations over control of the region and its international transportation routes. Chapter two focuses on Nicaragua and El Salvador as centers of controversy. Recent history, economic involvements, and political and social development are explored. Chapter three presents four possible scenarios for Central America in the years between 1985-1990: (1) Nicaragua isolated; (2) Central America divided; (3) return to the center; and (4) regional war. Three economic strategies for the 1980's are explored: (1) the new export orientation; (2) the continuance of the strategy of the 1970s; and (3) the reduction of dependence. Chapter four investigates Central America's relationship with the rest of the world. Chapter five discusses U.S. policies toward Central America including U.S. interests and U.S. policy options. The "Talking It Over" section offers questions for students and discussion groups. (RSL)

ED 270 381 SO 017 225

Wojtan, Linda S.
Free Resources for Teaching about Japan. Revised Edition.
Indiana Univ., Bloomington. East Asian Studies Center.; Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 85
NOTE- 61p.; A product of the Midwest Program for Teaching about Japan. For related documents, see SO 017 224-226 and ED 198 957.
AVAILABLE FROM- Midwest Program for Teaching about Japan, Indiana University, 203 Memorial Hall, Bloomington, IN 47405 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Asian Studies; *Educational Resources; Elementary Secondary Education; Filmographies; Instructional Materials
IDENTIFIERS- *Japan

A collection of sources of information about Japan and resource materials available for teaching about Japan are included in this document. Part one, "Who and Where" lists names and addresses from a variety of sources including the Embassy and Consulates General of Japan, the Japan Foundation, Japan Trade Centers (Japan External Trade Organization - JETRO), the Japan National Tourist Organization (JNTO), The Associated Japan-America Society, Sister Cities International, the Japanese Chambers of Commerce in the United States, University-Based Outreach Centers, specialized organizations, specialized bookstores, exchanges, global education organizations with Japan resources, Japanese American Citizens Leagues, and Japan Alumni. Part two, "What," includes specific details about the materials and resources available in this document. Areas of interest are economics/politics, history, the environment, education, and a general section. Audio-visual resources are available from a variety of organizations including Japan Trade Center Films, Japan National Tourist Organization, Japan Foundation Films, Japan Business and Industry Films, and Japan Air Lines. A synopses of each film is offered. (RSL)

ED 270 397 SP 027 589

Mireau, Laurie
Evaluating and Improving Teacher Performance: Inservice Kit.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Oct 85
NOTE- 381p.; For related documents, see SP 207 590-594.
AVAILABLE FROM- School Book Branch, Alberta Education, 10410-121 Street, Edmonton, Alberta T5N 1L2 (Set of 30 videotapes, $400.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Inservice Teacher Education; Teacher Behavior; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; *Teaching Skills
IDENTIFIERS- Alberta

The emphasis in this manual is on effective teaching, how to recognize it, and how to coach the teacher in the implementation of effective teaching skills. A major focus is on continous professional development for teachers; suggestions and procedures for this development are presented. The learning kit is comprised of five chapters, all of which are supplemented by videotapes that are co-ordinated with the reading material. Information is presented that will afford practice in coding teacher behaviors exhibited during classroom instruction. Topics of the chapters are: (1) introduction to the "Evaluating and Improving Teacher Performance Inservice Kit;" (2) classroom management and control skills; (3) instructional skills; (4) verbal interaction skills; and (5) interpersonal skills. A summary final chapter provides information on the videotapes that accompany the chapters. (JD)

ED 270 459 TM 860 308

Lincoln, Yvonna S.
The Development of Intrinsic Criteria for Authenticity: A Model for Trust in Naturalistic Researches.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Credibility; Data Collection; Educational Research; Epistemology; Ethics; *Evaluation Criteria; *Evaluation Methods; Inquiry; Models; *Naturalistic Observation; *Research Methodology; Research Needs; Research Problems; Validity; Value Judgment
IDENTIFIERS- Authenticity; Fairness

This paper presents criteria for establishing the trustworthiness of naturalistic inquiries, and specific techniques to facilitate their achievement or determine the degree of their achievement. The following criteria are briefly described: fairness; and ontological, educative, catalytic and tactical authenticity. Explored in greater detail, fairness is achieved: (1) as a balance between harm and good; (2) when harm is minimized and/or gain is maximized; (3) when circumstances allow for mutual advantage; (4) when all parties are equally free to act in self-deemed appropriate ways; and (5) when established rules are heeded. Four criteria for achieving fairness include: fair negotiations; appellate mechanism availability; informed consent regarding inquiry procedures; and assiduous use of member-checks. The fairness criterion may be violated through deception; withholding information; collusion; arbitrariness in exercise of power; abrogation of rules or defaults; misconstruction of the definition of fairness; and breakdown in the apellate system. To achieve fairness in an inquiry, the inquirer must assume an impartial posture; provide relevant data collection; assess all parties at risk to be certain the inquiry deals with all relevant factors; refuse to withold information; be an educative agent; deliver a negotiation agenda; and act as convener and chief mediator of negotiations. (PN)

Dockrell, W. B.
The Impact of Scottish National Surveys of Achievement on Policy and Practice.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Educational Assessment; *Educational History; *Educational Policy; *Educational Practices; Foreign Countries; Grade 4; Grade 7; Grade 9; Intermediate Grades; Junior High Schools; *National Programs; *National Surveys; Testing Problems; *Testing Programs
IDENTIFIERS- *Scotland

Scotland has a system of national surveys of achievement intended to provide information for educational policy and practice. Testing of middle school students in the areas of mathematics, reading, English, and science, is designed to provide national information as opposed to information about individual pupils, schools or local authorities. This paper examines an early series of national surveys (1932, 1953 and 1963) and finds that (1) if surveys are to produce an impact on educational policy, short-term focused studies rather than a long-term series of national surveys addressed to general issues are indicated; (2) knowledge of specifics relevant to particular local circumstances are usually sought; (3) national tests will inevitably have curriculum backwash and will involve pressure towards a centrally determined curriculum; and (4) research that is to have an impact on classroom practice must be teacher tested and based upon careful research and development in classrooms. It is concluded that surveys are unlikely to address the crucial issues of the time and are likely to be misleading to any individual practitioner. (PN)

ED 270 430 SP 027 684

Howsam, Robert B.; And Others

Educating a Profession. Reprint with Postscript 1985. Report of the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.

PUB DATE- 85

NOTE- 221p.; For related document, see ED 117 053.

AVAILABLE FROM- AACTE Publications Sales, 80 S. Early Street, Alexandria, VA, 22304 ($15.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Professional Development; *Professional Recognition; *Teacher Certification; Teacher Education; Teacher Supply and Demand; *Teaching (Occupation)

This book analyses ways of improving the status of teaching as a profession. The first chapter states a set of characteristics of professions and semi-professions. Chapter two assesses the extent to which teaching presently meets the criteria of a profession and looks at societal factors, conditions in schools, and the nature of teaching. The third chapter examines the various elements involved in the governance of teacher education and explores collaborative relationships among participating partners. Chapter four considers the array of questions embedded in preservice, inservice, and continuing teacher preparation and highlights the concept of adequate "life space" within which teacher educators can conduct effective initial preparation and subsequent life-long efforts at professional proficiency. Recommendations are made for the education of teacher educators. In the fifth chapter, issues of individual and institutional quality control are considered and their implications for certification, program approval, recruitment and selection, and teacher supply and demand are discussed. A postscript is added that examines the profession of teaching, identifies problems and challenges facing teacher education, and proposes courses of action. (JD)

ED 270 445 SP 027 723

Directory of Teacher Induction Programs. 1986.

Holmes Group, Inc., East Lansing, MI.; Texas Univ., Austin. Research and Development Center for Teacher Education.

PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Beginning Teachers; Colleges; *Improvement Programs; Professional Associations; *Program Descriptions; Public Schools; State Departments of Education; *Teacher Orientation; Universities
IDENTIFIERS- *Beginning Teacher Induction

Descriptions are given of teacher induction programs currently operational in public schools, intermediate education units, colleges and universities, and professional organizations. Program descriptions include the address, contact person, and phone number for the organization, and a brief summary of the program's structure and objectives. (JD)

ED 270 500 TM 860 390

Burt, Charles W.; Geis, George L.
Guidelines for Developmental Testing: Proposed and Practiced.
PUB DATE- Apr 86
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; *Educational Practices; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Experimental Groups; Foreign Countries; *Formative Evaluation; Higher Education; *Instructional Design; *Instructional Development; *Instructional Material Evaluation; Material Development; Questionnaires; Sampling; Surveys
IDENTIFIERS- Canada; *Developmental Testing

A survey was conducted of expert instructional design practitioners about their use of developmental testing and revision procedures. The degree of correspondence was examined between published recommended practice and actual practice, as reported by 90 respondents to a questionnaire. The surveyed sample were members of the National Society for Performance and Instruction. The SPSSX

Multiple Response procedure was used to analyze the questionnaire data, since respondents were permitted to select more than one response per question. In developmental testing, which is a form of formative evaluation, qualitative or quantitative data, or both, are obtained for the revision of the instructional product. Results indicated that respondents endorsed a number of the recommended practices, such as using experimental subjects, using peer review, using both criterion-referenced tests and subjects' comments, and using subjects of varying abilities. Based on the response patterns found in the data analysis, the following representative profile of developmental testing and revision procedures is presented: (1) select a representative sample; (2) conduct small group sessions and perhaps also one-to-one sessions; (3) pretest the subjects, present the learning material, note their responses, posttest, and debrief the subjects; (4) analyze and interpret the data; (5) make revisions; and (6) test the revisions. (The questionnaire is appended). (GDC)

ED 270 513 UD 024 908

Project COPE, 1983-1984: OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 44p.
GRANT- G00-830-2147
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Counseling Services; *English (Second Language); Haitians; High Schools; Hispanic Americans; Italian Americans; *Limited English Speaking; *Program Effectiveness; Staff Development; Urban Schools
IDENTIFIERS- New York City Board of Education

Project COPE provides supportive services, basic skills, career development, and occupational training to limited English proficient (LEP) students at three New York City high schools. Many COPE students are also limited in their ability to read and write in their native languages. Program participants in 1983-84 included: 173 Spanish-dominant students at John F. Kennedy High School; 82 Haitians at Prospect Heights High School; and 45 Italian-dominant students at Christopher Columbus High School. At each site, students received instruction in English as a second language, and some native language arts and content-area classes were offered. Title VII funds supported administrative and supportive services, and paraprofessional staff positions. In 1983-84, the first year of a three-year funding cycle, curriculum materials were developed by resource teachers at each site. Counseling services helped students deal with problems at home, in job-seeking, and in coping with an unfamiliar society. Although staff development activities were limited, Project COPE's major strength was its staff. The project functioned best at John F. Kennedy, where a bilingual philosophy and program was already in place. Program objectives relating to students, English language achievement and attitudes toward native heritage and school were met, but the objectives for content-area class achievement and staff development were not. Nine recommendations to enhance program effectiveness are presented. (KH)

ED 270 543 UD 024 948

de Lone, Richard, Comp.; Long, May, Comp.
What Do You Know about Youth Unemployment?
Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 82
NOTE- 19p.
AVAILABLE FROM- The Edna McConnell Clark Foundation, 250 Park Avenue, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Job Training; *Labor Market; *Minority Groups; Poverty; *Unemployment; Work Study Programs; *Youth

This brief booklet outlines the facts of the youth unemployment problem and details some strategies which have proven effective. In 1981 the unemployment rate was 17.3% for people age 16-21, well over twice the national average for the labor force as a whole. For Black youths the rate was almost 35%; for Hispanics, over 20%; but for Whites, 15%. The first section outlines problems using the question and answer format. The second section offers some suggestions for strategies to combat youth unemployment in the form of a brief case history followed by some suggestions for solving that particular problem. The document concludes with a list of agencies to contact for further information. (CG)

ED 270 414 SP 027 629

Russell, Thomas L.
Beginning Teachers' Development of Knowledge-in-Action.
PUB DATE- 17 Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; Internship Programs; Knowledge Level; *Professional Development; Teacher Attitudes; Teaching Experience; *Teaching Styles

A report is given of findings from a study of beginning teachers' development of "knowledge-in-action," Schon's (1983) term for knowledge that is apparent in a professional's day-to-day actions. Participants were observed and interviewed frequently during their practice teaching placements. Transcripts of lessons and interviews were prepared for analysis, providing a data base for comparisons over time and across participants. One subject was followed through a 14-week internship as a student teacher and through the first six months of her first year of teaching. Another was followed through six weeks of practice teaching and the first two months of his first year of teaching. Focus was upon what novice teachers were learning to do in the classroom, rather than what they had been taught in the classroom of their teacher education program. The report begins with extracts from selected literature on the process of learning to teach and goes on to discuss the perspectives of several of the participants, using excerpts from transcribed interviews to illustrate how they view the process of developing personal professional knowledge of teaching. (JD)

ED 270 446 SP 027 724

Nespor, Jan K.

The Role of Beliefs in the Practice of Teaching: Final Report of the Teacher Beliefs Study.

Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 231p.
GRANT- NIE-G-83-0006
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Cognitive Structures; Institutional Environment; Role Perception; *Teacher Attitudes; *Teacher Role; *Teaching Experience; Teaching Methods
IDENTIFIERS- *Teacher Beliefs Study

This report summarizes the conceptual framework, findings, and methods of the Teacher Beliefs Study, an intensive, two-year program of research on the structures and functions of teachers' belief systems. Eight teachers in three school districts were videotaped over the course of a semester and were interviewed for a total of approximately 20 hours (using a variety of techniques, including stimulated recall and "repertory grid" interview techniques). The first chapter of the report develops a conceptual framework for the analysis of beliefs, drawing on recent research on the nature of cognition in complex or "entangled" environments. The second chapter describes the contexts of the three schools in which the teachers were observed, and discusses the possible implications of these settings for teachers' practices. The third chapter presents a set of eight case studies describing the nature and operations of a core set of the beliefs of the teachers in the sample. Chapter four then speculates on the implications of the findings for future research and teacher education practice. Methodology is discussed in three appendices. A 10-page list of references concludes the document. (Author/JD)

ED 270 473 TM 860 352

Legg, Sue M.; Algina, James
Practical Questions about Item Response Models in Large-Scale Assessment Programs.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Difficulty Level; Educational Assessment; Elementary Secondary Education; Equated Scores; Estimation (Mathematics); Goodness of Fit; *Latent Trait Theory; *Mathematical Models; *Scaling; Statistical Analysis; Test Format; *Testing Problems; *Testing Programs; Test Items; Test Reliability
IDENTIFIERS- Test Content

This paper focuses on the questions which arise as test practitioners monitor score scales derived from latent trait theory. Large scale assessment programs are dynamic and constantly challenge the assumptions and limits of latent trait models. Even though testing programs evolve, test scores must remain reliable indicators of progress. Fundamental questions relate to the extent that score shifts may be due to changes in achievement or to the way in which achievement is measured. Over time a number of measurement concerns have been raised as item calibrations and score scales are monitored. These concerns are related to the effect on score scales due to item selection procedures and changes in the content of the tests. The following questions are discussed: (1) Can equating procedures accommodate changes in curriculum and test content? (2) What are the effects of variations in item format, population, and test administration? (3) What are the effects of different item difficulty distributions on score scales? (4) Which estimation procedure or latent trait model best fits the data? and (5) How can the meaning of test scores be enhanced? (PN)

ED 270 528 UD 024 926

Making Urban Schools Effective. Desegregation in Massachusetts 1985-86 Annual Report.

Massachusetts State Dept. of Education, Quincy. Bureau of Equal Educational Opportunity.

PUB DATE- Apr 86
NOTE- 191p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); Enrollment Trends; *Equal Education; Federal Regulation; *Minority Groups; Refugees; *School Desegregation; State Standards; *Urban Education
IDENTIFIERS- *Massachusetts; Massachusetts (Boston); Massachusetts (Cambridge); Massachusetts (Holyoke); Massachusetts (Lowell); Massachusetts (New Bedford); Massachusetts (Springfield); Massachusetts (Worcester)

This report on urban education in Massachusetts deals specifically with issues of desegregation. In the first section, seven effective, desegregated school districts are profiled: Boston, Cambridge, Holyoke, Lowell, New Bedford, Springfield, and Worcester. Following this section is a paper on educational equity for linguistic minority students which asserts that these students are not now being adequately educated and are dropping out of school as a result of their frustration at failing to learn. Recommendations for better servicing them are included. Another essay covers, by geographical area, the education of Southeast Asian and Haitian refugees in the Boston/Cambridge area in 1985-86. This is followed by a section outlining the Massachusetts and Federal requirements with regard to minority students. The final section considers enrollment trends and patterns and gives extensive enrollment by ethnic/racial category in 15 Massachusetts cities. (CG)

ED 270 557 UD 024 963

New Utrecht High School Project BITEC 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 47p.; For 1983-84 OEA Report, see ED 269 524.
GRANT- G00-830-2901
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Acculturation; *Bilingual Education Programs; Curriculum Development; *English Instruction; High Schools; Limited English Speaking; Native Language Instruction; Parent Participation; *Program Effectiveness; Vocational Education
IDENTIFIERS- New York (Brooklyn)

In 1984-85, Project BITEC was in the second year of a 3-year funding cycle at New Utrecht High School in Brooklyn, New York. The program provides courses in English as a second language (ESL), native language arts in Spanish, Italian, Chinese, and Vietnamese; and bilingual (mostly in Italian and Spanish) instruction in mathematics, science, and social studies. In addition, technical courses are offered. The project provided instruction and support services to 386 limited English proficient students from Latin America, China, Vietnam, and Italy. The major goal of Project BITEC is to increase the English proficiency of its students, while continuing their education through content-area bilingual courses. Title VII provided funds for the administrative and support services staff. All project staff members attend university courses aimed at improving their usefulness to the program and other development activities. Parental involvement is one of the project's non-curricular objectives. Its curriculum specialists achieved their objectives in developing guides for courses in computer and secretarial studies in all target languages, and are in the process of completing multilingual curricula for a course in industrial arts. During the 1984-85 school year, the project was not able to achieve its objectives for English reading achievement, but goals were attained in native language arts and content-area courses. (KH)

ED 270 368 SO 017 195

Smith, Peter H.
Mexico: Neighbor in Transition. Foreign Policy Association Headline Series, No. 267.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-089-0
PUB DATE- Feb 84
NOTE- 85p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $3.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Diplomatic History; *Foreign Policy; Instructional Materials; International Relations; International Studies; Latin American Culture; *Latin American History; *Mexicans; Political Science; Secondary Education
IDENTIFIERS- *Mexico

One of a series of booklets on world issues, this five-part document presents information about Mexico. Part one examines Mexican history from Cortez to Madero. Emphasis is placed on the revolution era (1910-1920) and the creation of two political parties: the Partido de la Revolucion Mexicana (Mexican Revolutionary Party or PRM) and the Partido Revolucionario Institucional (Institutional Revolutionary Party or PRI). Part two examines the Mexican economy over the last 100 years which has been characterized by two fundamental transitions: export-expansion and industrialization. How social structure and social class has been effected by economic development is explored, too. Part three examines the Mexican political system created by the revolution (1910) and the PRI and the development of opposition parties. Part four discusses how petroleum has helped and hindered Mexican development during the early 1980s. Part five examines United States and Mexican relations through two sets of issues: regional and bilateral agenda. An alternative approach is also explored. "Talking It Over" offers questions for students and discussion groups. An annotated reading list concludes the document. (RSL)

ED 270 382 SO 017 226

Lehman, Carol S.; Miley, Lois M.
Shinto: The Traditional Religion of Japan.
Indiana Univ., Bloomington. East Asian Studies Center.; Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 80
NOTE- 15p.; A product of the Midwest Program for Teaching about Japan. For related documents, see SO 017 224-225. Some photographs may not reproduce clearly.
AVAILABLE FROM- Midwest Program for Teaching about Japan, Indiana University, 203 Memorial Hall, Bloomington, IN 47405 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Educational Resources; High Schools; Instructional Materials; Learning Activities; Lesson Plans; Religion; *Religious Cultural Groups; *Religious Education; Units of Study
IDENTIFIERS- Japan; Japanese Culture; *Shintoism

A lesson plan, divided into five learning activities, explores certain fundamental beliefs and practices associated with Shintoism, the ancient religion of the Japanese. It is designed for integration into a course on world cultures or global studies. The unit is organized to allow high school students an opportunity to observe the variety of ways in which Shintoism is expressed in Japanese culture. The materials employed in the unit include Japanese myths and poems as well as accounts of Japanese festivals. Students are required to identify the elements of Shintoism as they are evident in the various manifestations. Each of the five learning activities focuses upon different issues or data, including religious expression, the nature of Shinto, Shintoism in Japanese mythology, Shintoism in Japanese poetry, and Shintoism in Japanese festivals. The unit requires students to participate in class discussions, to take notes on a lecture, to read Japanese texts in translation, and write their observations and judgments. The document concludes with a brief list of additional resources dealing with Shintoism. (RSL)

Mireau, Laurie
Inservice Kit: Evaluating and Improving Teaching Performance. Trainer's Manual.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- 85
NOTE- 47p.; For related documents, see SP 027 589-594.
AVAILABLE FROM- School Book Branch, Alberta Education, 10410-121 Street, Edmonton, Alberta T5N 1L2 (set of 30 videotapes, $400.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Inservice Teacher Education; Interpersonal Competence; Teacher Behavior; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; *Teacher Workshops; Teaching Methods
IDENTIFIERS- Alberta

This manual is for use by the trainer or leader of a workshop based upon the inservice manual: "Evaluating and Improving Teaching Performance." In the introduction, suggestions for planning, logistics, equipment, and evaluation of a successful workshop are made. The chapters are linked to those of the inservice manual by topic of the workshop session: (1) introduction to the manual; (2) classroom management and control skills; (3) instructional skills; (4) verbal interaction skills; and (5) interpersonal interaction skills. The final summary chapter is devoted to the "classroom visit" videotapes which accompany the manual. A five-page list of additional resources completes the manual. (JD)

ED 270 460 TM 860 333

Richardson, John C.
Coefficients of Correlation of IQ's on the WAIS-R with Standard Age Scores on the Stanford-Binet, 4th Edition for Previously Identified Mentally Handicapped Adolescents.
PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cognitive Measurement; Correlation; Diagnostic Tests; Educational Diagnosis; Educational Testing; *Handicap Identification; *Intelligence Quotient; *Intelligence Tests; Learning Problems; *Mild Mental Retardation; Scores; Secondary Education; Student Evaluation; Young Adults
IDENTIFIERS- South Carolina; *Stanford Binet Intelligence Scale; *Wechsler Adult Intelligence Scale (Revised)

This paper presents a study regarding the correlation of the Stanford-Binet: 4th Edition Intelligence Quotient (IQ) scores with the Wechsler Adult Intelligence Scale-Revised (WAIS-R) IQ scores for the purpose of improving the identification process for educable mentally handicapped (EMH) school age adolescents and young adults. The sample included 35 subjects, age 17-21, who attend public school in three school districts in northwestern South Carolina. The low correlations between the factors of the WAIS-R and the four area scores of the Stanford (Verbal Reasoning, Quantitative Reasoning, Abstract/Visual Reasoning, and Short Term Memory) indicate that the two instruments will not yield equal estimates of intellectual abililty of adolescent EMH students. Correlations with the highest values indicate that Verbal and Full Scale/Composite scores will range about 10 to 12 points higher on the WAIS-R. The lowered Stanford IQ's suggest that this test may be more appropriate and yield more consistent IQ scores in the EMH range of previously identified EMH adolescents than the WAIS-R. A cursory review of the raw data indicates only slight improvement in retention rate if placement decisions are made based on consistent subnormal measures on all factors. (PN)

ED 270 488 TM 860 371

Braungart-Bloom, Diane S.
Measuring Writing Proficiency: A Registered Holistic Scoring Plan.
PUB DATE- Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Diagnosis; *Equated Scores; Grade 9; Graduation Requirements; High Schools; *Holistic Evaluation; Measurement Techniques; Rating Scales; *Scaling; Scoring; Standards; *State Programs; Student Evaluation; Testing Programs; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- New Jersey Department of Education; *Registered Holistic Scoring

The current New Jersey high school graduation law requires that students pass a ninth grade test in reading, writing, and mathematics. Equating the writing test from year to year to be sure that passing scores remain identical, regardless of the test form administered, requires developing a scoring technique. A research study was developed based on examining scoring consistency and maintaining the quantity and quality of scorer observations on any single essay response. Options for equating included: (1) using the current holistic scoring method and increasing the number of readers who rate each essay; (2) modifying the scoring procedure; and (3) adopting another scoring method. Methods offered for satisfying the constraints of equating were the Registered Holistic Score Scale, an analytic application to the Registered Holistic Score Scale and a variation of the Registered Holistic Score Scale divided into content and editorial features. The Registered Holistic Score Scale and corresponding Registered-Analytic

Application allow for scoring consistency because of "registered" or established criteria. In addition, these consistent variables are invaluable in providing diagnostic information about a student's specific strengths or weaknesses in writing. Either process allows reporting of student performance on a comprehensive range of proficiencies considered important to good writing independent of the essay topic developed each year. (LMO)

ED 270 544 UD 024 949

George Washington High School Biliteracy Skills Development Program 1984-85. O.E.A. Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 45p.; For 1983-1984 Evaluation Report, see ED 269 523.

GRANT- G00-830-2655

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Acculturation; *Bilingual Education Programs; English (Second Language); High Schools; *Hispanic Americans; Limited English Speaking; *Native Language Instruction; *Program Effectiveness; Second Language Instruction; Staff Development; Urban Schools

IDENTIFIERS- New York City Board of Education

During the 1984-85 school year, the Biliteracy Skills Development Program at George Washington High School (New York City) served 283 Hispanic students of limited English proficiency (LEP). The aim of the program, which used a mini-school design, was to enable students to develop oral proficiency in English and literacy skills in both Spanish and English through intensive language instruction. In addition, content areas were taught in the native language until students scored in the 20th percentile on a language assessment battery test. Support services for program students included academic and personal guidance, and the program also contained staff development and parent participation components. In 1984-85, the project was affected by several administrative changes, including the hiring of a new principal and the replacement of the project coordinator by a bilingual mathematics teacher. Student achievement and attendance objectives were mostly attained, but native language arts/English as a second langauge classes were not found to articulate with content-area classes. The resources and curriculum materials available to teachers and students varied according to department. More efforts at staff development across departments could create a more consistent philosophical and methodological approach for the incorporation of semi-literate students into the academic and social milieu of the high school. In general, however, the evaluation found the program to be vital and necessary, and to have accomplished its basic goals with sensitivity to student needs. (KH)

ED 270 415 SP 027 632

Robbins, Pamela

Changing Attitudes of Teachers, Principals and Students: What We Didn't Measure.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 86

NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-20, 1986).

CONTRACT- 400-81-0036

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Administrator Attitudes; *Attitude Change; Elementary Secondary Education; *Instructional Innovation; Program Development; Program Evaluation; Program Implementation; Staff Development; *Student Attitudes; *Teacher Attitudes; *Time on Task

IDENTIFIERS- *Napa Vacaville Follow Through Research Project

Unquantifiable changes affecting attitudes of teachers, administrators, and students who were involved with a four-year comprehensive staff development effort are discussed. A brief overview and analysis of the Napa-Vacaville Follow Through Research Project describes the program designed to improve student engaged rates and achievement at two Chapter 1 target schools. The "hard data" is summarized and a discussion is then presented on 10 themes that emerged from the project and that combined into a tapestry of school improvement revealing how attitudes changed over the four year period. The themes are: (1) collegiality; (2) knowledge about teaching strategies; (3) sense of personal efficacy; (4) changes in cognition about teaching; (5) changes in teachers'/principals' perceptions about their own learning needs; (6) environmental norms which support experimentation; (7) changes in the workplace; (8) changes in student outcomes; (9) changes in perception of the school in the community; and (10) perceptions about why the project worked from the participants' point of view. Conclusions are drawn about critical factors affecting project development, training, implementation and maintenance. Recommendations are made for replicating the project. (JD)

ED 270 431 SP 027 686

Fenstermacher, Gary D.; Soltis, Jonas F.
Approaches to Teaching.
REPORT NO.- ISBN-0-8077-2789-X
PUB DATE- 86
NOTE- 96p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Learning Strategies; *Teacher Role; Teacher Student Relationship; *Teaching Methods; *Teaching Styles

This book is designed to help teachers critically assess major ideas about what teaching is and should be. Using both classical and contemporary perspectives, three basic approaches to teaching are offered, and the strengths and weaknesses of each are explored. The "executive approach" views the teacher as an executor, using the best learning skills and techniques available to bring about the process of learning. The "therapist approach" views the teacher as an empathetic person helping individuals grow and reach higher levels of self-actualization, understanding, and acceptance. The "liberationist approach" views the teacher as a liberator, a freer of the individual's mind and a developer of well-rounded,

autonomous, rational, and moral human beings. Through integration of these three approaches, a method of attaining these multiple educational goals can be found. A series of realistic vingnettes are presented in the form of cases, dialogues, and disputes. These "Cases and Issues" demonstrate that the way teachers approach their teaching makes a real difference in how they act and react as teachers in real-life situations. (JD)

ED 270 501 TM 860 391

Winteler, Adolf
Differential Validation of a Path Analytic Model of University Dropout.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Freshmen; *Dropout Characteristics; *Dropout Research; Dropouts; Higher Education; Individual Characteristics; *Models; *Predictive Validity; Questionnaires; *Student Attitudes; Student Attrition; Student Characteristics; Withdrawal (Education)
IDENTIFIERS- *Program Evaluation Questionnaire

Tinto's conceptual schema of college dropout forms the theoretical framework for the development of a model of university student dropout intention. This study validated Tinto's model in two different departments within a single university. Analyses were conducted on a sample of 684 college freshmen in the Education and Economics Department. A Program Evaluation Questionnaire (PEQ) was developed and given to all students at two universities. The response rate was 55 and 72 percent, respectively. PEQ is composed of 260 items forming 44 variables, measured on five-point scales, semantic differentials, and dichotomous categories. The model variables included: (1) background variables (school achievement); (2) commitments (goal and institutional); (3) expectations vs. reality (realization or frustration of study expectation); (4) academic integration (grade performance, intellectual development, study problems, motivating qualities of subject matter, relevance of subject matter); (5) social integration (interaction with peer groups); and (6) criteria (satisfaction with studies, dropout intention). Results generally supported the construct and predictive validity of the revised and extended model. However, disaggregated data indicated differences in influence patterns. The basic difference across departments concerned motives for professional choice, choice of major, and study expectations. (Author/PN)

ED 270 514 UD 024 909

Project CHAMP, 1983-1984: OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 58p.
GRANT- G00-830-2135
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Chinese Americans; Counseling Services; *English (Second Language); High Schools; *Limited English Speaking; *Program Effectiveness; Program Implementation; *Second Language Instruction; Staff Development; Urban Schools
IDENTIFIERS- New York City Board of Education

Project CHAMP provides instruction in English as a second language (ESL), native language arts, and content-area instruction in mathematics, science, and social studies to Chinese students of limited English proficiency (LEP) in three New York City high schools: Seward Park, Washington Irving, and Martin Luther King, Jr. In 1983-84, the first year of a three-year funding cycle, approximately 70 percent of the participating students were born in the People's Republic of China, and 72% spoke Cantonese. The remaining participants were from a variety of other Asian countries. Most participants were recent immigrants. Many were functionally illiterate in their native language and lacked basic study skills, and these students participated in the program's intensive literacy component at Seward Park. In 1983-84 Project CHAMP made notable progress in attaining its stated goals and substantially met its instructional objectives. Overall, students achieved the program objectives in ESL and native language arts. Students at all three sites met the objectives in mathematics and global history in the fall, and science and global history in the spring, and the attendance objective. Progress was also made in devloping proposed curriculum, involving parents in school and program-sponsored events, and offering on- and off-site opportunities for staff development. The report concludes with several recommendations. (KH)

ED 270 399 SP 027 591

Yuzdepski, I., Comp.; Elliott, L., Comp.

Planning for an Evaluation of Teaching Performance. Volume I. A Manual of Guidelines.

Alberta Dept. of Education, Edmonton. Planning Services Branch.

PUB DATE- Aug 85
NOTE- 165p.; For related documents, see SP 027 589-594.
AVAILABLE FROM- School Book Branch, Alberta Education, 10410-121 Street, Edmonton, Alberta T5N 1L2 (Set of 30 videotapes, $400.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Observation Techniques; *Evaluation Criteria; Evaluation Methods; Foreign Countries; *Lesson Observation Criteria; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- Alberta

This manual on teacher evaluation is limited to selected aspects of instruction that are evident in classrooms, including teaching behaviors, pupil perceptions about instruction, classroom transactions involving pupils and teachers, and evidence of short- and long-term planning. The focus is upon those aspects of instruction that research has shown to be consistently related to effective teaching. The first chapter offers an overview of the manual. Chatper 2 discusses the purposes of evaluation in detail and the various types of evaluation, including observation, self-assessment, and student perceptions. The third chapter provides an outline of planning activities required for the development or revision of a district's policy and guidelines and procedures for evaluating teaching performance. In the fourth chapter, 19 suggested criteria for use in evaluating teaching performance are presented. Chapter 5 discusses the selection of instruments for evaluation proceedings, and the sixth chapter discusses post-observation activities. A substantial reference list of writings on teacher effectiveness and evaluation procedures is provided, as well as a description of the videotapes used in this program. (JD)

ED 270 474 TM 860 353

Hauck, LaVerne S., Jr.

Differences in Information Mapping Strategies in Left and Right Brain Learners.

PUB DATE- 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Advance Organizers; *Brain Hemisphere Functions; *Cognitive Style; Grade 8; Grade Point Average; Individual Differences; Industrial Arts; Junior High Schools; *Learning Activities; Learning Processes; *Reading Ability; *Sex Differences; Shop Curriculum
IDENTIFIERS- *Information Mapping; Your Style of Learning and Thinking (Torrance)

The Information Mapping technique was used to present a learning packet, and its usefulness in helping right-brain cerebrally dominant students to achieve the same level of subject mastery as their left-brain counterparts was examined. Reading level, grade point average, and gender were also analyzed. Torrance's "Your Style of Learning and Thinking" (SOLAT) was used to categorize cerebral dominance as left; right; integrated (both hemispheres used simultaneously; or mixed (one or the other hemisphere used as needed). Subjects were 199 male and female eighth grade students in a high school industrial arts class. The learning packet used the information mapping strategy, providing visual organization and functioning as an advance organizer. A 30-item multiple choice posttest assessed learning. Results indicated a significant difference between hemispheric dominance and test scores; subjects with an integrated style scored higher than left dominant students. Integrated or right style students had a higher reading level than left style students. There was no gender difference in hemispheric dominance, but males scored higher on the test. High test scores, grades, or reading level predicted high scores on the other two measures. It was concluded that information mapping was a viable means of presenting information. A short bibliography is appended. (GDC)

ED 270 529 UD 024 927

Foundations for Academic Excellence. First Report to the Chancellor from the Chancellor's Commission on Minimum Standards for the New York City Public Schools.

New York City Board of Education, Brooklyn, N.Y.

PUB DATE- May 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Attendance; Dropout Rate;

*Educational Improvement; *Elementary Secondary Education; Equal Education; Mathematics Achievement; *Public Schools; Reading Achievement
IDENTIFIERS- *New York (New York)

This report concerns the setting of minimum standards for the New York City public schools. The commission recommends that a universal standard be set for all public schools with an improvement target of at least 50% reduction in deficits over a three-year period. Limited English proficient (LEP) students, special education students, and alternative high schools will be subject to the same standards but task forces will be created to help them meet the standards. Four major improvements are called for in the Board's method of assessing school quality and performance: (1) cohort analysis, (2) feeder-school accountability, (3) credit accumulation, and (4) criterion referenced assessment. In the elementary school, minimum standards for reading, mathematics, and attendance (with an average daily attendance rate of at least 90%) are suggested; in the middle school, standards are for the latter three categories with an 85% attendance rate and should include a standard for promotion rate. In the high school, standards are set for reading, mathematics, graduation rate, regnets-endorsed diplomas, dropout rate, and attendance. In order to implement the standards process and ensure that they generate school improvement, the Commission recommends the creation of a Standards Appeals Panel and a Standards Review Panel. (CG)

ED 270 558 UD 024 964

Newton High School Project CAPABLE 1984-1985. OEA Evaluation Report.
SPONS. AGENCY- New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 38p.; For 1982-83 and 1983-84 OEA Reports, see ED 250 432 and ED 263 258.
GRANT- G00-820-2845

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Acculturation; *Asian Americans; *Bilingual Education Programs; English Instruction; High Schools; Immigrants; Limited English Speaking; *Native Language Instruction; *Program Effectiveness; Staff Development
IDENTIFIERS- New York (New York)

In 1984-85, Project CAPABLE was in its final year of a 3-year funding cycle at schools in New York City. The program provided instruction in English as a second language, native language arts, bilingual science, and bilingual social studies to 324 Chinese, Korean, and Vietnamese-speaking students of limited English proficiency (LEP) in Grades 9 through 12. Most were recent immigrants. The program operated at four sites: the primary resource at Newton High School; John Bowne High School; William Cullen Bryant High School; and Tottenville High School. The project's overall goal was to help LEP students achieve proficiency in English and thus to prepare them for mainstream classes. In addition, the project was intended to help these students adjust to their new environment and new culture. Findings concerning the implementation of the project were positive; both instructional and non-instructional objectives were met; the school authorities were supportive of the program; both the project director and staff members worked hard to make the program successful; the training of staff members was carried out as planned; the parental involvement project proved to be effective; and instructional materials were adapted and developed. (KH)

ED 270 383 SO 017 228

Howlett, Charles F., Ed.
The Amityville Experience: The Post World War II Years.
Amityville Union Free School District 6, N.Y.
PUB DATE- 86
NOTE- 68p.; For related documents, see ED 245 950 and ED 257 729. Some photographs may not reproduce clearly. Tide: Rich in Tradition," and "The Amityville Horror; Facts and
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- Advanced Placement Programs; Advanced Students; Community Study; High Schools; *Local History; Primary Sources; Social History; Student Developed Materials; *United States History
IDENTIFIERS- *New York (Amityville)

Completing the trilogy of local Amityville history written entirely by high school students using interviews, local newspapers, and documents, this journal contains 11 articles discussing the social, political, cultural, and educational scene of the community. The articles are: "De Facto Segregation in the Amityville School System," "The Civil Rights Movement in Amityville," "The Sally Thompson Case," "Physical Changes in Amityville: Post World War II-Present," "Amityville Department of Public Works," "Amityville Baylife," "The Amityville Record: Past and Present," "The Village Government of Amityville, 1945-1986," "The Expansion of the Amityville School System," "The Crimson Tide: Rich in Tradition," and "The Amityville Horror: Facts and Effects." It is richly illustrated with most articles containing end notes and a bibliography. (TRS)

ED 270 447 SP 027 725

Greene, Maxine; And Others
The Master Teacher Concept: Five Perspectives. Report No. 9053.

Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Inservice Teacher Education; *Master Teachers; Peer Relationship; *Teacher Effectiveness; *Teacher Role; Teaching (Occupation); Teaching Conditions; *Teaching Methods

This set of papers presents five perspectives on the master teacher concept, each with a different orientation and set of assumptions guiding it: (1) "A Philosophic Look at 'Merit' and 'Mastery' in Teaching" (Maxine Greene); (2) "The School as a Workplace and the Master Teacher Concept" (Gary A. Griffin); (3) "Effective Teaching and the Concept of Master Teacher" (Walter Doyle); (4) "The Master Teacher as Curriculum Leader" (M. Frances Klein); and (5) "The Master Teacher Concept: Implications for Teacher Education" (Karen Kepler Zumwalt). (JD)

Quigg, Philip W.
Antarctica: The Continuing Experiment. Foreign Policy Association Headline Series, No. 273.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-100-5
PUB DATE- Apr 85
NOTE- 68p.; Treaty printed in small type.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $3.00 ea., discount on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Foreign Policy; *International Cooperation; *International Relations; Natural Resources; Political Divisions (Geographic); Secondary Education; *Treaties
IDENTIFIERS- *Antarctica

One of a series of booklets on world issues examines the sharpened differences between those nations that have declared sovereignty over parts of Antarctica and those that have not; between those nations that have arbitrarily assumed responsibility for the administration of Antarctica and the smaller, more numerous nations that believe their exclusion is unjustified; and between those who believe that the exploration and ultimate exploitation of Antarctic resources are desirable or inevitable and those who, as scientists or environmentalists, hope that the continent can be protected forever as a world preserve open only to researchers. Chapter one discusses the historical background, the International Geophysical Year, and the conflict over territorial claims. Chapter two examines the Antarctic Treaty. Chapter three discusses the resources of Antarctica, including marine life, minerals, tourism, icebergs as a water supply, disposal of radioactive wastes, cold storage, and alternative energy sources. Chapter four emphasizes the idea that Antarctica and its development is in the interest of all peoples of the world. Chapter five discusses the future of the treaty system. The "Talking It Over" section offers questions for discussion groups and students. The document concludes with a reproduction of the Antarctic Treaty signed December 1, 1959. (RSL)

ED 270 432 SP 027 695

Berry, Barnett

A Case Study of the Career Expectations of Noneducation College Seniors in the Southeast: Why Miss Dove's Students are Not Becoming Teachers. Paper No. 419. Occasional Papers in Educational Policy Analysis.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 104p.; For a related document, see SP 027 640.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *College Seniors; *Educational Policy; Higher Education; *Student Attitudes; Student Characteristics; Teacher Recruitment; *Teaching Conditions

A case study methodology was used to investigate the career aspirations and expectations of a range of college seniors in six diverse institutions of higher education. The research question asked was: "What impact would current policy reforms such as career ladders and merit pay have on the career choices of college students who were presently not choosing to enter the occupation of public school teaching?" Interviews were conducted with 80 students in the major fields of business, chemistry, mathematics, physics, engineering, biology, psychology, sociology, and English. Information was obtained on the students': (1) motivations, experiences, and expectations; (2) choice of subject matter, skills, values, and perceptions of teaching; and (3) public school experience; also investigated were conditions under which they might consider teaching as a career. Teaching conditions appeared to have a negative impact on these students. It is concluded that the sole addition of increased pecuniary rewards and opportunities for advancement for teachers may have an adverse effect on the teacher labor market. Among recommendations offered for educational policy makers is the need to allow for greater teacher control and less bureaucratic intrusion. Included in the appendixes are the interview guide and detailed descriptions of the students and schools involved in the study. (JD)

ED 270 461 TM 860 335

Oaster, T. R. F.; And Others
Context Dependence of One-Question-per-Passage Measures of Reading Comprehension.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Difficulty Level; Grade 7; Grade 8; Item Analysis; Junior High Schools; *Multiple Choice Tests; *Reading Comprehension; *Reading Tests; Standardized Tests; *Test Construction; *Test Format; Testing Problems; *Test Items; Test Validity
IDENTIFIERS- Context Effect; Contextual Analysis; *Sequential Tests of Educational Progress

This study hypothesized that items in the one-question-per-passage format would be less easily answered when administered without their associated contexts than conventional reading comprehension items. A total of 256 seventh and eighth grade students were administered both Forms 3A and 3B of the Sequential Tests of Educational Progress (STEP 11). Context present and context absent scores were obtained for 15 items on the Hanna-Oaster Approach forms. The statistics for the two experimental forms and six tests of Tuinman are presented. Overall, this comparison supports the hypothesis and reflects positively upon the one-question-per-passage items as measures of comprehension. Ostensibly this format is an economical as well as effective means of dealing with the threat of item interrelatedness. The conclusion that this format is a useful means of constructing context dependent multiple-choice tests of reading comprehension must be evaluated in view of the influence that exclusive use of this format would have on content validity. If such an influence is neutral or positive, then the format may be a practical means of dealing with the threat of item interrelatedness to context dependence. If the format negatively influences content validity, then its use would merely substitute one source of invalidity for another. (Author/PN)

ED 270 489 TM 860 372

Hambleton, Ronald K.; Rogers, H. Jane

Promising Directions for Assessing Item Response Model Fit to Test Data.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
PUB DATE- Apr 86
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
GRANT- F33615-84-C-0058
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; Educational Research; *Factor Analysis; *Goodness of Fit; *Latent Trait Theory; *Mathematical Models; *Research Methodology; Research Problems; Statistical Significance; Statistical Studies; Test Items
IDENTIFIERS- Ability Parameters; *Item Invariance; Item Parameters; *Unidimensionality (Tests)

The general goal of this paper is to help researchers conduct appropriately designed goodness of fit studies for item response model applications. The specific purposes are to describe: (1) an up-to-date set of promising and useful methods for addressing a variety of goodness of fit questions; and (2) current research studies to advance this set of methods. Promising goodness of fit methods are organized around three main categories: (1) checks on the extent to which test data fit model assumptions; (2) investigations of item and ability invariance; and (3) model-test data fit studies. Two current investigations of the researchers were also reviewed: the use of non-linear factor analysis to address the assumption of unidimensionality, and new methodologies for addressing questions of item invariance. The recommended strategy for assessing model-data fit is to accumulate a

considerable amount of evidence that can be used to aid in the determination of the appropriateness of a particular use of an item response model. Since a researcher can not prove that a test measures a construct, it was concluded that the more evidence accumulated, the more informed the final decision will be about the use of an item response model. References, tables and figures are appended. (Author/PN)

ED 270 502 TM 860 392

Massey, Romeo M.

The Relevant Education for Agriculture and Production (REAP) Nine-Year Evaluation: Implications for Development Education.

PUB DATE- Apr 86
NOTE- 180p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Agricultural Skills; Comparative Analysis; Developing Nations; Foreign Countries; *Formative Evaluation; Grade 8; Junior High Schools; Longitudinal Studies; Models; Multiple Regression Analysis; *Program Evaluation; *Program Implementation; Questionnaires; *Rural Schools; Scores; Skill Development
IDENTIFIERS- *Belize; *Relevant Education for Agriculture and Production

Belize's Relevant Education for Agriculture and Production (REAP) national primary school program is described in data from seven annual formative evaluations (1979-1985). The 1984-85 program/school evaluation included 54 rural REAP schools and utilized a 43-item questionnaire containing eight quality sub-variables. The quality of REAP schools varied greatly and showed generally successful but incomplete implementation. Academic achievement of all rural Standard VI (eighth grade) students on the 1984-85 Belize National Selection Examinations (BNSEs) was analyzed. Over seven years, no significant differences were found between REAP and non-REAP students on 15 BNSEs; REAP students scored significantly higher on 10 other BNSEs and never scored significantly lower on any of the 25 tests. REAP students produced substantial amounts of agricultural products in seven years. Participation in REAP did not lower BNSE scores below those of non-REAP students and probably taught useful rural-oriented knowledge and skills. REAP was compared to four development models and two educational models illustrating REAP's eclectic and pragmatic, rather than dogmatic orientation. Maintaining academic achievement and learning practically-oriented knowledge and skills were not incompatible in Belize's new national approach to primary school education. Seventy-five tables are contained in the report. Appendices include the REAP format of statements for program evaluation, the 1984-1985 REAP program/school questionnaire, and an outline of the REAP learning activity pack. (Author/LR)

ED 270 545 UD 024 950

Jamaica High School Computer-Assisted Bilingual/Bicultural Multi-Skills Project 1984-85. O.E.A. Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 38p.; Appendices may not reproduce well due to light print.
GRANT- G00-842-5052
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *Bilingual Education Programs; *Computer Assisted Instruction; Economically Disadvantaged; *English (Second Language); High Schools; Minority Groups; *Native Language Instruction; Parent Participation; *Second Language Instruction
IDENTIFIERS- New York City Board of Education

The Computer-Assisted Bilingual/Bicultural Multi-Skills Project at Jamaica High School completed the first year of a 3-year funding cycle in June 1984. The Project served 101 students of limited English proficiency (LEP). Most were Hispanic or Haitian, but other ethnic groups were also represented. The students tended to be from rural, poor areas of their native countries. As a result, many had limited educational experiences; over 50 percent of the students were overage for their grade placement. The project's goals were improving students' English language proficiency; developing native language arts curricula to enhance native language skills and the students' self-image; mainstreaming students into all-English classes as soon as possible; developing career awareness programs for students; developing staff skills in using microcomputers to teach LEP students; providing meaningful parent workshops and seminars; and designing electronic and print instructional materials to meet students' needs in specific content areas in native language arts. Participants took three classes focusing on developing skills in the English language: an English as a second language (ESL) class, a language lab, and the resource room class. The remainder of their program included a variety of mainstream and native language classes. In its first year, the program has been generally successful in meeting its instructional and non-instructional objectives. Performance in ESL, native language, and content-area classes met the criteria proposed. The objectives for student attendance, career advisement, and curriculum development were also attained, while those for staff development and parental involvement were generally met. (KH)

ED 270 384 SO 017 230

Ediger, Marlow
The Old Order Amish--Stability in Culture.

PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Historical Materials (060)
DESCRIPTORS- *Amish; Beliefs; Christianity; Church Role; Cultural Background; *Culture Conflict; *Folk Culture; Moral Values; Private School Aid; Religion; Religious Cultural Groups; Social Change; *Social Differences; Social Environment; Social Values; *State Church Separation; *Traditionalism

Despite the value placed on traditional culture in Old Order Amish society, these communities have experienced change recently. These changes include: use of legal means to regulate behavior, acceptance of technical medical services such as heart transplants, and diminished importance of farm work to the economy of the community. However, the Old Order Amish constitute a bastion of stability within the larger society. This stability is expressed in the use of draft horses instead of farm machinery, horse and buggy instead of automobile, oil lamp instead of electric lamp, home-produced food instead of commercially processed food, and in families of eight to ten children instead of the usual one to three. In addition, marriage is permanent because divorce is not recognized, and a literal interpretation of the Bible is applied to all areas of life. This means that when civil laws run counter to sacred belief, such as the mandate for Social Security taxes and inspection for enforcement of building codes, civil disobedience is practiced. (BZ)

ED 270 416   SP 027 633

Hawthorne, Rebecca Killen
Classroom Curriculum: A Case Study of Teacher Choice.
PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Environment; Elementary Secondary Education; Learning Strategies; *Media Selection; *Professional Autonomy; Teacher Administrator Relationship; *Teacher Role; Teaching Methods

Contemporary controversy about the proper mix of autonomy and obligation in teaching reveals contention concerning the role of teachers as professionals. At the classroom level, this controversy revolves around the individual teachers' translation of prescribed curricular policy into the operational curriculum of the classroom. An exploratory case study of one classroom teacher's curricular choices suggests that professional factors, predominantly personal values and experience, have a pervasive influence on classroom curriculum. Assuming the role of autonomous agent, the teacher addresses client obligations through selection of curricular content, texts/materials, presentation, activities, and evaluation. The classroom teacher's interaction with the organizational environment of the school and district within which she works expands or limits the boundaries of professional autonomy over the classroom curriculum, reflecting the delicate balance betwen autonomy and obligation at the classroom level. (Author)

ED 270 448 SP 027 726

Huling-Austin, Leslie; And Others
MTIP Satellite Network Conference Proceedings. R&D Report No. 7209.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Aug 85
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Beginning Teachers; *Networks; Policy Formation; *Program Development; Program Implementation; *Teacher Orientation; *Teaching Experience
IDENTIFIERS- *Beginning Teacher Induction; Model Teacher Induction Project

In November 1984 and April 1985, two national conferences devoted to the topic of teacher induction were hosted in Austin, Texas, by the Research and Development Center for Teacher Education at the University of Texas, Austin. These conferences were a part of the center's ongoing research in teacher induction, the most recent effort of which was the Model Teacher Induction Project (MTIP). In conjunction with the MTIP, the center in 1984 organized and has since coordinated a national teacher induction network known as the MTIP Satellite Network. The two conferences noted above were sponsored for the network participants as a part of the network effort. This document reports the proceedings of those two conferences, including conference overviews, agendas, major addresses, synopses of participant reports, and representative comments from the conference evaluations. An overview is also included of the MTIP Network Collaborative Study on Teacher Induction in Diverse Contexts, which was an outcome of the April conference. Following a brief discussion of the MTIP and the MTIP Satellite Network, this report is divided into three main sections reporting on the November conference, the April conference, and the network collaborative study on teacher induction in diverse contexts. Participant lists are included in the appendices. (Author)

ED 270 475 TM 860 356

Carlson, James E.; Spray, Judith A.

Analysis of Contingency Tables Involving Multiple-Response Data.

PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Cutting Scores; *Data Analysis; Difficulty Level; Error of Measurement; Graphs; High Schools; Language Tests; *Mathematical Models; Mathematics Tests; *Measurement Techniques; Monte Carlo Methods; *Multivariate Analysis; *Regression (Statistics); Research Methodology; Scoring; *Tables (Data); Test Items
IDENTIFIERS- ACT Assessment; Bonferroni Procedure; *Contingency Tables; Log Linear Models; Multiple Response Data; Type I Errors

This paper discussed methods currently under study for use with multiple-response data. Besides using Bonferroni inequality methods to control type one error rate over a set of inferences involving multiple response data, a recently proposed methodology of plotting the p-values resulting from multiple significance tests was explored. Proficiency categories were based on ACT assessment standard scores on the Mathematics Usage Test and different numbers of categories were compared. Cutting points were chosen in the score distribution so that equal numbers of scores fell in each proficiency category. In addition to loglinear analyses of 40 contingency tables, a logistic regression model in which the actual proficiency scores were included rather than a gross categorization, was employed. Results indicate that including terms for differential discrimination and differential difficulty results in overfitting for many of the items of the ACT Assessment Program Mathematics Usage Test. To examine the performance of methods discussed in this paper for the case in which it is known that there are no true differences, a sample-splitting technique was discussed. Future research suggestions on methods of analysis of multiple-response frequency data included Monte Carlo methods and the use of finite intersection methods. (PN)

ED 270 515 UD 024 910

Project CAREERS, 1983-1984: OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 39p.
GRANT- G00-83-2145
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; *Bilingual Education Programs; *Career Awareness; Chinese Americans; Counseling Services; *English (Second Language); Haitians; High Schools; Hispanic Americans; *Native Language Instruction; *Program Effectiveness
IDENTIFIERS- New York City Board of Education

Project CAREERS is a Title VII bilingual program operating at three Queens, New York high schools (William C. Bryant, John Bourne, and Hillcrest). The program provides intensive instruction in English as a second language (ESL), native language arts, and bilingual instruction in mathematics, science, and social studies to Hispanic, Chinese, and Haitian students. Emphasis is placed on bilingual career awareness and training, as well as the cultural and ethnic heritages of the student participants. An evaluation of academic year 1983-84, the first year of funding, found that most students surpassed program objectives for English language achievement, but objectives were not met in content-area and business/health careers. Student achievement data varied from site to site, and no data were provided to assess the native language arts and drop-out rate objectives. The evaluators found that the non-instructional component of the program was not developed during 1983-84. Proposed staff training sessions and staff development activities were not conducted, and curriculum development did not occur. None of the schools had established the proposed ESL/Americanization classes for the families of participants, although important links with parents were being developed at each site. Recommendations are offered for improving the overall effectiveness of the program, focusing on site selection, role of the central administration, magnet programs, staff development, parental involvement, curriculum development, computer assisted instruction, data collection, evaluation objectives, and the particular needs of each different program site. (KH)

ED 270 559 UD 024 965

Samuel Gompers High School Bilingual Mini-School 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 28p.; For 1983-84 OEA Report, see ED 262 148.

GRANT- G003CH-4376

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; English (Second Language); High Schools; *Hispanic Americans; Limited English Speaking; Native Language Instruction; Parent Participation; *Program Effectiveness; Staff Development; *Vocational Education

IDENTIFIERS- New York (Bronx)

In 1984-85, the Bilingual Mini-School was in its second year of a 3-year funding cycle at Samuel Gompers High School (Bronx, New York). The program provided instruction in English as a second language (ESL) and native language arts, in addition to bilingual instruction in mathematics, science, and social studies, to 84 Spanish-speaking students of limited English proficiency (LEP). In addition, program students were enrolled in several specialized vocational courses in the mainstream. The program proposed to meet students' academic and vocational/technical needs by minimizing the linguistic barriers that prevented them from participating in a mainstream instructional setting. The program also aimed at helping students meet the academic requirements for a high school diploma. Title VII funds supported all program staff positions. Development activities for staff included monthly meetings, attendance at workshops, and university courses. Efforts to involve parents of participating students in school activities were made through home letters and phone calls. Quantitative analysis of student achievement data indicates that: (1) Passing rates in English as a second language courses were very high in both the fall and spring; and (2) Overall, 68 percent of program students passed courses in mathematics, science, social studies, and Spanish, thus meeting the proposed objectives. (KH)

ED 270 530 UD 024 930

Women of Hispanic Origin in the United States Labor Force. Facts on Working Women. Fact Sheet No. 85-11.

Department of Labor, Washington, D.C.

PUB DATE- Nov 85
NOTE- 5p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Demography; Educational Attainment; *Employed Women; *Females; *Hispanic Americans; *Labor Force; *Occupational Information; Unemployment

A four-page synposis of data on women of Hispanic origin in the labor force is presented. Data included are numbers of Hispanic women in the labor force; percentage of Hispanics among women in labor force; percentage of Hispanic women in the labor force;

median ages; unemployment rate; education level; income levels; types of jobs occupied including percentages in labor jobs versus managerial and professional capacities; percentage of mothers in labor force; percentage of families maintained by women; percentage of families maintained by women below the poverty line; immigration trends; and geographic location. Two tables are included showing employment status of Hispanic women and types of jobs held. (CG)

ED 270 400 SP 027 592

Yuzdepski, I., Comp.; Elliott, L. Comp.
Planning for an Evaluation of Teacher Performance. Volume II. Teacher Effectiveness: Annotated Bibliography and References.
Alberta Dept. of Education, Edmonton. Planning Services Branch.

PUB DATE- Aug 85
NOTE- 102p.; For related documents, see SP 027 589-594.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Teacher Behavior; *Teacher Evaluation
IDENTIFIERS- Alberta

This volume contains an annotated bibliography of journal articles, books, documents (including some ERIC citations) and audiovisual materials regarding the behaviors of teachers which research has shown to be consistently associated with academic learning by pupils. The bibliography is organized around 19 criteria to be used for evaluating teaching performance. They are: (1) plans, organization, and implementation; (2) academic learning time; (3) teacher's expectations; (4) teacher's awareness; (5) concurrent tasks management; (6) pace of instruction; (7) classroom management; (8) feedback to pupils; (9) time on task; (10) enthusiasm; (11) clarity of instruction; (12) task oriented/businesslike orientation; (13) variablity of instruction; (14) flexibility; (15) understanding of instructional goals; (16) teacher centered/direct instruction; (17) praise and encouragement/criticism; (18) individualization of instruction; and (19) questioning techniques. An annotated listing of audio-visual and inservice materials also organized around the 19 criteria and including availability information, and a bibliography of non-annotated references are also included. (CB)

ED 270 462 TM 860 337

Lewis, J. C.
Differential Prediction of Academic Achievement in Elementary and Junior High School by Sex.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Education; Grade 2; Grade 5; Grade 8; Junior High Schools; Language Skills; *Mathematics Tests; *Nonverbal Ability; Predictive Measurement; Reading Skills; Regression (Statistics); Scores; *Sex Differences; Testing Problems; *Verbal Tests
IDENTIFIERS- *Cognitive Abilities Test; *Iowa Tests of Basic Skills

This study examined differences in predicting achievement by sex on the Iowa Tests of Basic Skills (ITBS) from the verbal, quantitative, and nonverbal scores on the Cognitive Abilities Test (CogAT). The sample (n=10,000) consisted of all students in Grades 2, 5, and 8 who completed both tests in fall 1984. Examinations of means and standard deviations on CogAT showed that boys and girls had similar scores on all three CogAT areas for all grades. When ITBS scores were predicted separately from each CogAT score by sex, significant differences in either slope or intercept were found between the prediction equations for several ITBS subtests, most frequently for reading and language skills. The common regression lines for each ITBS subtest and CogAT score were computed by grade. The means and standard deviations of the residuals computed by sex showed consistent over-prediction for boys on the reading, reference materials, and language skills subtests. Girls' scores were consistently under-predicted on these subtests. These differences occurred even though average verbal, quantitative, and nonverbal ability measures were similar for boys and girls. Educators who use differences between actual ITBS achievement and expected achievement based on CogAT scores should be aware of the differences in prediction for boys and girls. (Author/PN)

ED 270 370 SO 017 197

Lake, Anthony
Third World Radical Regimes: U.S. Policy under Carter and Reagan. Foreign Policy Association Headline Series, No. 272.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-099-8
PUB DATE- Feb 85
NOTE- 58p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $3.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Current Events; *Developing Nations; *Diplomatic History; *Foreign Policy; Global Approach; Instructional Materials; International Relations; International Studies; Political Science; Secondary Education; Social Studies; Units of Study; World Affairs
IDENTIFIERS- *Carter Administration; *Reagan Administration

One in a series of booklets on world issues, this document evaluates United States policy toward the nations of Nicaragua, Afghanistan, Vietnam, South Africa, Libya, and Iran. Chapter one reviews United States relations with six radical regimes during the administrations of presidents Carter and Reagan and offers a number of lessons about the efficacy of seeking to change the regimes themselves. Chapters two and three discuss various approaches ventured during the years of the Carter and Reagan administrations. Chapter four offers implications for future policy through 10 instructive patterns in the experiences of both administrations. Chapter five suggests conclusions, and among those offered is that whether a nation's goals are primarily global or regional in character, neither regionalist nor globalist doctrine can by itself provide consistently effective policies. The "Talking It Over" section lists discussion questions for students and discussion groups. An annotated reading list concludes the document. (RSL)

ED 270 417   SP 027 640

Berry, Barnett; Hare, R. Dwight

The Problems and Promises of the Teacher Labor Market: A Qualitative Understanding of Processes and Contexts.

PUB DATE- Apr 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-20, 1986). For a related document, see SP 027 695.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Faculty Mobility; *Labor Market; Teacher Attitudes; *Teacher Recruitment; *Teaching (Occupation); *Teaching Conditions

A series of case studies examined the problems of the teacher labor market (such as difficulty in recruiting high quality teachers) and explored avenues for supplying schools with effective teachers. The case studies were based primarily upon 525 interviews with (or surveys of) teachers, school and university administrators, teacher education students, and noneducation college majors. The studies sought to illuminate: (1) the attractors and deterrents to teaching; (2) teacher recruitment and selection processes; (3) mobility and attrition patterns of teachers; and (4) the conditions in which teachers work. Findings indicated: (1) teachers still are motivated primarily because of the intrinsic rewards of working with children or adolescents; (2) many teachers are presently negative role models for recruiting new teachers; (3) school systems have not actively recruited education students and teachers; (4) school systems may recruit better teachers by assisting promising students in pursuit of graduate degrees; (5) in the past, recruitment of teachers has been facilitated by eased entry; (6) increased incentives are important because they are a direct expression of how society values education; and (7) the conditions in which teachers work and the lessons students learn while in public school are the primary forces in today's teacher labor market. (JD)

ED 270 433 SP 027 697

Erickson, Frederick
Tasks in Times: Objects of Study in a Natural History of Teaching. Occasional Paper No. 95.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 35p.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Classroom Observation Techniques; Elementary Education; *Learning Strategies; *Staff Development; *Teacher Student Relationship; *Teaching Methods

This paper sets forth implications for staff development of a social constructivist perspective on school teaching, learning, and subject matter. The perspective is illustrated by an overview of the research-centered staff development work done in the beginning months of the Teachers' Conceptual Change in Practice Project. In the first half of the paper the author provides an overview of the staff development approach and defines key concepts of narrative understanding and enacted curriculum. The second half of the paper presents a social constructivist model of the social and academic dimensions of classroom tasks and illustrates the model with an example of a first-grade seatwork assignment. The paper argues that effective teaching necessarily involves mutual adaptation by teacher and student so that the social and academic task presented to the student fits the student's current mode and level of functioning. This adaptation requires the teacher's capacity through narrative understanding to conduct fine-tuned, on-the-spot analysis of the enacted curriculum of the moment as it is being experienced by students, and it also requires the teacher to possess the authority to alter classroom tasks to fit the learners who confront the tasks. The paper focuses more on the nature of the classroom tasks, and on teachers' understanding of and options for their construction, than it does on the notion of time spent by students in working at tasks. A two-page list of references concludes the document. (Author)

ED 270 449 SP 027 727

North Carolina Approved Teacher Education Programs.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Sep 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Degrees (Academic); Higher Education; Preservice Teacher Education; State Standards; *Teacher Certification; *Teacher Education Programs; *Validated Programs
IDENTIFIERS- *North Carolina

This publication presents the current approval status of each of the 44 colleges and universities in North Carolina that offer programs leading to initial and advanced-level teacher certification. Programs leading to certification of professional school personnel may exist at the 4-, 5-, 6-, and 7-year levels. Certification at the fourth-year level represents the equivalent of a 4-year planned program of study that culminates in the bachelor's degree. The fifth year level requires the completion of an approved program, culminating in a master's degree. The sixth-year level equates to a 60 semester hour planned graduate program for which the master's degree is prerequisite for completion. At the seventh-year level, the doctoral degree is required along with the completion of an approved program. Approved programs, accreditation, term of approval, approved program cycle, and contact person are listed for each college or university. (JD)

ED 270 490 TM 860 374

Grade 8 Assessment Scores Improve But Grade 4 Results Are Mixed. Assessment Report 11: An Update on the Alaska Statewide Assessment Program.

PUB DATE- May 85
NOTE- 8p.; For related documents, see TM 860 375-376.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Achievement Tests; *Educational Assessment; Educational Trends; Elementary Education; Grade 4; Grade 8; *Mathematics Achievement; *Reading Achievement; Scores; *State Programs; Study Skills; *Testing Programs; Test Interpretation; Test Results
IDENTIFIERS- Alaska; *Alaska Statewide Assessment Program

Nearly 15,000 students were administered the Alaska Statewide Assessment Test--virtually all fourth and eighth grade students. Preliminary results indicated that eighth graders made substantial improvements in both reading and mathematics performance. Fourth grade scores were basically unchanged since 1983. There was also little change between 1981 and 1983. After 1983, several efforts were made to relate students' performance to statements of statewide strengths and weaknesses and curriculum objectives. Test items were selected from the Alaska Objectives and Items Bank. There were six subtests, each containing 10 to 16 items, in each assessment test. Average statewide scores were, for grade 4: total mathematics, 72 percent correct, and total reading 67.8 percent. Other scores were obtained for mathematics application, concepts, and computation; and reading comprehension, word skills, and study skills. For grade 8, the total mathematics score was 71.7 percent and the total reading score was 74.4 percent. Results also indicated limited achievement on the study skills subtest. (GDC)

ED 270 531 UD 024 931

A Handbook on California Education for Language Minority Parents. Chinese/English Edition.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 85

NOTE- 66p.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.25).

LANGUAGE- Chinese; English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Bilingual Education Programs; *Chinese Americans; Curriculum; Elementary Secondary Education; *Parent Materials; *Parent School Relationship; *Public Schools; *School Orientation

IDENTIFIERS- *California

This handbook is designed to help Chinese parents of school age children in California understand the operation of the California public schools. Printed in Chinese and English, it is presented in a question and answer format. Included in the handbook is information on student enrollment from kindergarten through grade 12, public school programs and curriculum, graduation requirements, bilingual education, parental involvement, transportation, year-round education, child development, etc. Information is also provided on a variety of programs such as alternative education, vocational education, continuation education, work experience education, and adult education, which may be helpful not only for limited English proficient (LEP) students but also for parents who seek further educational opportunities in California. (CG)

ED 270 546 UD 024 951

The New York City Staff Development Program for Bilingual/E.S.L. Third and Fourth Grade Teachers 1985-1986.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 32p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Teachers; Elementary Education; *Elementary School Teachers; English (Second Language); Limited English Speaking; *Program Effectiveness; *Staff Development; Teacher Education; *Teacher Improvement; Urban Schools; *Workshops
IDENTIFIERS- New York City Board of Education

The New York City Staff Development Program for Bilingual and English as a Second Language (ESL) Teachers, funded by the Bureau of Bilingual Education of the New York State Education Department, was designed to serve third and fourth grade teachers who have up to 4 years of teaching experience and who are currently working with limited English proficient (LEP) students. The major objective of the program was to provide an overview of issues pertinent to the instruction of their LEP students. The main themes were: grades 3-4 curricula, reading instruction, second language instruction through the content areas, critical thinking skills, mastery learning, and instructional skills and strategies for teaching LEP students. The program served 250 teachers (of whom 191 filled out program evaluation forms) from 29 New York City community school districts. It was organized in a series of three evening training sessions, which included a general session followed by 10 concurrent workshops. Of the participants, 36% were born in the United States, 35% were born in Puerto Rico, and the remainder were from Central and South America, Europe, and Asia. Only 23% had not yet completed a Master's degree. An evaluation for 1985-86 focused on a description of the planning and implementation of the training sessions as well as an assessment of the program's effectiveness in accomplishing its objectives. The data indicated that the program was highly successful in achieving its goals. Participants who rated themselves highly proficient in Spanish tended to be highly satisfied, whereas those who rated themselves highly proficient in English tended to be less satisfied. Participants with more experience as early childhood or bilingual teachers also tended to be less satisfied with the workshops. (KH)

ED 270 385 SO 017 231

Endo, Russell

Existing Bibliographic Resources on Asian and Pacific Americans. Research Paper #AA-3.

Colorado Inst. for Social Research, Boulder.

PUB DATE- Dec 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Asian Americans; Asian History; Chinese Americans; Educational Resources; Ethnic Groups; Filipino Americans; Japanese Americans; Korean Americans; *Pacific Americans

Nearly 200 bibliographic resources on Asian and Pacific Americans (APA) groups that discuss historical, social science, and creative literature topics are included. The titles listed are either annotated bibliographies or literature reviews which are arranged by APA groups except for an initial general APA section and concluding sections on special topics and general resources on racial and ethnic groups. The APA groups included are Chinese,

Indochinese, Koreans, Pacific Islanders, and Filipinos. This compilation of bibliographic resources is intended to be comprehensive rather than selective. The document concludes with footnotes that provide information about obtaining resources and Asian American collections. (RSL)

Yuzdepski, I., Comp.; Elliott, L., Comp.
Planning for An Evaluation of Teaching Performance. Volume III. Evaluation Procedures: Annotated Bibliography and References.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Aug 85
NOTE- 75p.; For related documents, see SP 027 589-594.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Lesson Observation Criteria; *Teacher Behavior; *Teacher Evaluation

IDENTIFIERS- Alberta

This volume contains an annotated bibliography of journal articles, books, documents (including some ERIC citations) and audiovisual materials on behaviors of teachers which research has shown to be consistently associated with academic learning by pupils. The citations are organized according to four topics: (1) planning for an evaluation of teaching performance; (2) systematic observation of teaching behaviors and classroom transactions; (3) orienting and training the evaluator and teacher; and (4) follow-up. An annotated listing of audio-visual and inservice materials and a bibliography of non-annotated references are also included. (CB)

ED 270 476 TM 860 357

Braungart-Bloom, Diane S.

Assessing Higher Thinking Skills through Writing.

PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). For related document, see TM 860 358.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Ability; Cognitive Measurement; *Critical Thinking; Data Collection; Grade 9; Graduation Requirements; High Schools; *Holistic Evaluation; Logical Thinking; *Measurement Techniques; Scaling; *Scoring; State Departments of Education; State Programs; Student Evaluation; Testing Programs; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *New Jersey Department of Education; *Registered Holistic Scoring Method

This paper reports on the New Jersey State Department of Education's research process for developing a scoring rubric that assesses test objectives and higher order thinking skills through writing. New Jersey's statewide assessment program includes a written essay portion to test students' ability to write on a given topic and communicate an intended message to a specific audience. Prior to its implementation as a graduation requirement, the Department of Education administered the essay test for two years to all ninth-grade students attending New Jersey's public schools. The essay test consists of five minutes for prewriting and five minutes for revision within the 30 minutes allotted for the writing sample. Research was conducted to determine a consistent scoring procedure that is most appropriate for assessing the ability to think logically and critically--skills that are included in objectives of the statewide testing program. Registered Holistic Scoring, a newly developed scoring method, is based upon students' level of facility with: (1) organization/content; (2) usage; (3) sentence construction; and (4) mechanics. Data was collected from the chief readers who scored the essays. An analysis was conducted to identify common elements. Based on the research, a scoring rubric and training program was developed. Additional characteristics that distinguish the Registered Holistic Scoring method from other scoring methods are described. (Author/PN)

ED 270 503 TM 860 393

Wilson, Ann Jarvella
Historical Issues of Validity and Validation: The National Teacher Examinations.
PUB DATE- Apr 86
NOTE- 32p.; For the history of the National Teachers Examinations Program, see ED 026 049.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Communication Skills; Competency Based Teacher Education; Court Litigation; Educational Background; *Educational History; Minimum Competency Testing; National Competency Tests; *Occupational Tests; *Teacher Certification; Teacher Education; Teacher Education Curriculum; *Teacher Evaluation; Teachers; Test Format; Testing Problems; *Test Use; *Test Validity
IDENTIFIERS- *National Teacher Examinations

The purpose of this paper, which is drawn from a larger analytic history of the National Teacher Evaluation (NTE) program, is to investigate issues of validity within the context of the program's 50-year history. Three major findings emerge from historical considerations relating to: (1) the continuity of test content and justification over the 50-year period of the program's existence; (2) the primacy of reliance upon logical or content validity; and (3) the paradoxical relationship of the tests to teacher education curricula. First, since their inception the examinations have measured three categories of teacher knowledge--basic intellectual and communicative skills, general cultural and contemporary background, and pedagogical and professional information. When changes did occur, they were undertaken for either financial reasons or as responses to specific criticisms. Second, there has been a strong tendency to justify the exams in terms of their logical or practical validity. Finally, despite the persistent assumption that the tests are needed because graduates of many teacher education programs are inadequately prepared, the source of test content and validity has been and continues to be focused primarily upon the perceived curricula of those programs. (PN)

ED 270 516 UD 024 911

Project BETA, 1983-1984: OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 35p.
GRANT- G00-830-2146
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Bilingual Education Programs; *English (Second Language); *Haitians; High Schools; *Korean Americans; Native Language Instruction; Program Effectiveness; Staff Development; Urban Schools; *Vietnamese People
IDENTIFIERS- New York City Board of Education

Project BETA is a Title VII program serving recent immigrant students in three New York City high schools: Koreans at William C. Bryant, Haitians at Springfield Gardens, and Vietnamese at Theodore Roosevelt. Project students receive instruction in English as a second language (ESL) at each site, and Vietnamese students at Theodore Roosevelt receive content-area subjects in their native language. Although initially designed for gifted and telented students, project BETA is open to all limited English proficient (LEP) students in the targeted language groups. In part, the program's objective is to facilitate the mainstreaming of students by instilling in them a sense of pride in their native culture through exposure to their histories and arts, and through formal study of their native languages. Assessment of achievement data in 1983-84, the first year of a three-year funding cycle, found that: (1) the ESL objective was met in the fall at Bryant, and in the spring at Roosevelt; (2) the 85% passing criterion in content-area classes was met only at Roosevelt in science classes (fall) and social studies classes (both semesters), and at Bryant in mathematics and social studies in both semesters; (3) of the 52 students at Bryant for whom data were reported, 96.2% improved in their attitudes toward school and cultural heritage. The project included staff development and parent participation activities. In its first year of operation, Project BETA showed promise in eventually meeting all of its goals and objectives. The report concludes with recommendations for increasing program effectiveness. (KH)

ED 270 560 UD 024 966

South Bronx High School Computers in Bilingual Education 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 57p.
GRANT- G00-824-5060
AVAILABLE FROM- Office of Educational Evaluation, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Assisted Instruction; Curriculum Development; High Schools; Hispanic Americans; Limited English Speaking; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Implementation; Urban Schools
IDENTIFIERS- New York (Bronx)

The Computers in Bilingual Education program at South Bronx High School (New York) completed its first year of operation in June, 1985. The program offered limited English speaking students computer-assisted instruction in English as a Second Language (ESL), native language arts, social studies, math, and science, and also provided instruction in computer literacy. All students were Spanish-speaking, and most were recent immigrants. Despite setbacks in program implementation due to personnel turnover and problems in purchasing computer hardware and software, the program made progress toward achieving its objectives. Students who participated in the program received seven periods of academic instruction in ESL, native language arts, and bilingual content areas that paralleled the mainstream curriculum. Proposed objectives for student achievement in these areas were met fully only in English language courses. Efforts were made to integrate computer-assisted instruction within the academic program, principally within the ESL classes and the math lab. Although the program had problems getting parents to attend meetings, parents did visit the school regularly on an individual basis. Despite setbacks, the program provided students with some exposure to computer use while maintaining a stable, coherent, and consistent academic program. (KH)

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